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Role of the Principal in Implementing School/Business Alliances

by

Darlene Gale Garnier ©

A thesis submitted to the Faculty of Graduate Studies and
Research in partial fulfillment of the requirements for the
degree of Doctor of Education

in

Educational Administration

Department of Educational Policy Studies

Edmonton, Alberta

Spring, 1996

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Dedication

In dedication to four beautiful little people--my grandchildren!

Raewyn Arneson-Ballas
Seanna Ewasiuk
Brittany Arneson-Ballas
Skyler Ewasiuk

Always strive to be what you are able to be!

Abstract

The primary purpose of this study was to explore the perceptions of participants involved in federally funded cooperative education and/or youth internship programmes. Of particular interest were the perceptions that participants had of the leadership shown by the secondary school principal in implementing school/business alliance programmes.

Perceptions were gathered from superintendents, deputy superintendents, students, principals, federal government programme managers, jurisdiction coordinators, school coordinators, and students in three provinces of Canada. Data were gathered through audio-taped interviews with 14 participants over a one-year period.

Although the literature stated and the participants believed that school/business alliance programmes were a viable option for many students, the findings of this study showed that often principals were not adequately prepared to implement such programmes. The findings also showed that this may be due in part to lack of preparation in implementing change and in forming alliances within the community.

The study indicated that principals will need different skills, for example, skills in marketing, public relations, negotiation, and collaboration than those traditionally in use.

Recommendations were formulated based on the analysis of the findings. These recommendations include use of collaborative efforts by governments, school jurisdictions, and universities to prepare principals for implementing programmes involving the business community.

Acknowledgments

This study was completed with the support and encouragement from many people. It is with sincere appreciation that I acknowledge their contribution.

The scholarly guidance, encouragement, and support from my supervisor, Dr. Joe Fris, made this a challenging experience. In particular, I wish to thank Dr. Ted Holdaway and Dr. Margaret Haughey for constructive criticisms. I would also like to express my appreciation to Dr. Clarence Preitz, Professor Emeritus of Secondary Education for the encouragement and the confidence in me.

Without the moral support and the friendship of Rolf Boon, my office mate, and Art Gagné, my office neighbor, I may never have seen the light at the end of the tunnel. To Elsie Pawlak, Clara Thalheimer, and Kathy Dowding, very special people--thank you, you are gems.

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Chapter 1

Introduction to the Study

Several trends identified by various authors (e.g., Mulford, 1994; Naisbitt, 1982; Drucker, 1992) are influencing the future of programmes such as cooperative education and/or youth internship. These trends include the growth in international competition, the rise of multi-national corporations, demands for increased accountability, the increase in joint ventures, and the development of an increasingly sophisticated approach to corporate training and retraining (e.g., National Youth Internship Programmes, 1994; and the Alberta Government's Challenge 2000 Education Plan, 1994). In Varty's (1988) opinion, national and provincial manpower policy planning and education's response to these trends and issues have created pressure to expand school/business alliances.

Further, several factors require that a coordinated effort be undertaken in the educating and training of human resources. These factors include the current downturn in the economy, the switch from a natural resources exporting economy to an information exporting economy, the government's commitment to efficiency, the tightening of controls over economic management, economic growth, and the labour pool. These trends and issues necessitate knowledgeable and skilled workers who will be responsive to the employment opportunities and challenges associated with economic growth and technological changes. This rapidly changing global society and economy require a very different worker and citizen than those of previous generations. According to Poole (1992), the growing interdependence of nations and the technological revolution reinforce the urgency of an economic restructuring. This restructuring results in a need for alliances at all levels of education and other agencies. To respond to these developments and imperatives, expectations for schooling will have to change, educational systems will have to be restructured, and different leadership activities undertaken. Federally funded programmes, such as cooperative education and youth internship, are examples of alliances being implemented in schools and communities as collaborative efforts to prepare youth for these changes.

The skills and roles that will be required of school principals who implement such programmes as school/ business alliances will be different.

Traditionally, the behaviour of school principals has been based on a transactional leadership style. This is a style which relies on power and authority. It is one of managing, directing, and ensuring that the status quo is being maintained. According to Leithwood (1994), the "typical" principal has traditionally spent most of the day handling someone else's "messy" problems. But, Leithwood proposed what is required today is a leader who has the knowledge and skills to involve others in the decision-making process and who provides the required resources for all to work toward a common vision.

In summary, current trends and issues that affect the role of the principal and create a need for restructuring educational systems will necessitate principals doing things differently to correspond to a different world view about learning, schools, and leading. Among other things, principals will be involved in change processes that incorporate alliances with the business community.

Statement of the Problem

Evidence about the positive effects of school/business alliances is growing rapidly (e.g., Dromgoole, Nielsen & Rowe, 1986; Johnston & Packer, 1987; Carnegie Council on Adolescent Development, 1989). Considerable research has also been conducted in recent years on the changing role of the principal (e.g., Fullan, 1988; Holdaway & Ratsoy, 1991; Leithwood, 1994). However, there has been very little empirical research into the role that the secondary school principal plays in the implementation of school/business alliances.

Frequently, students are taken out of the school environment and placed in a work setting unfamiliar to them. However, no studies seem to have been conducted to determine if this approach really is achieving the desired goals of the programme at the secondary school level and whether the programme "fits" with the school vision. Also, the responsibilities of the school principal in the attainment of these goals has not been studied. More specifically, I was not able to find any studies that looked at what the leader in the school does or delegates others to do that influences the success or demise of programmes involving alliances with the private sector.

In short, there is a lack of information about principals' role in the implementation of school/business alliances. There is also a lack of information about the efficacy of various programmes relative to the vision of the school and about the kinds of leadership required and the activities necessary to successfully implement programmes involving the community.

General Research Question

As a result, the general research question that arose from a review of the literature is as follows:

What are the participants' perceptions of the leadership that the secondary school principal must provide for implementing school programmes which require the forming of alliances with businesses in the community?

Specific Research Questions

Following is a list of the specific research questions suggested by the review of the literature:

1. What strategies were used to ensure that the

adoption of school/business alliances became part of the vision of the school?

2. What strategies were used by principals to establish alliances with the business community?

3. What factors did participants see as influencing the outcomes of the school/business alliance project?

4. What strategies have assisted the sustaining of school/business alliances?

Personal Interest

My interest in school/business alliances grew out of my experience as a cooperative education coordinator with a rural school board in central Alberta. I was responsible for designing, developing, and implementing a programme in response to current trends and issues directing changes in school-based curriculum.

Two hundred thousand dollars in funding was received from the federal government for the initial four years of the programme with the board committed to covering all incremental costs and continuing costs after the four-year period.

During my two years with the board, it became increasingly evident to me that high school principals played an important role in the implementation process--sometimes hindering or sometimes assisting this process. Since I was also interested in leadership qualities and leadership styles of principals in an implementation process that involved change, it was logical to incorporate these two leadership concepts into the inquiry.

The questions also grew out of my capacity as a director of the Alberta Chapter of the Canadian Association for Cooperative Education and as a director of the Alberta Chapter of the Cooperative Career and Work Education Association of Canada. These two professional associations provide support and non-financial resources to institutions providing cooperative education and internship programmes to youth. The questions selected for investigation were frequently being asked by coordinators of similar programmes.

Purposes of the Study

The inquiry reported in this study was undertaken to address the question: "What is the perceived role of the secondary school principal in implementing school programmes which require the forming of alliances with businesses in the community?" A closely related question is, "What leadership is required of a secondary school principal in the implementation of programmes involving school/community alliances?"

This study also elaborates on the role of the principal in the paradigm shift from the sole bearer of responsibility as the chief executive officer (CEO) within the school in a top-down management structure to a bottom-up management structure which involves staff, students, and the community in the decision-making process. This shift is required, in part, because of the implementation of alliances or partnerships between schools and their communities through a cooperative education programme.

Using the data from interviews, I looked for descriptions about the way in which principals defined their changing roles and their decision-making processes while engaged in school/business alliances. I also looked for data concerning specific leadership qualities which enhanced the success of cooperative education and youth internship programmes. I was particularly interested in the leader's capacity to implement change.

Significance and Need for the Study

This research was undertaken because in my experience the principals seemed to play a major role in innovations which involved school alliances with businesses, agencies, and various levels of government. Dromgoole (1983), who conducted the only studies whose reports mentioned the role of the leader or CEO in the implementation of a cooperative education programme, demonstrated that such programmes are influenced by these factors: "(a) large-scale external funding of cooperative education, and (b) active leadership of an institution's Chief Executive Officer (CEO). . . ." (p. 98). In addition, Dromgoole's studies of increases in participation, enrollments, and placements in internship programmes of 19 postsecondary educational institutions, indicated that 17 of the 19 institutions emphasized that effective leadership of chief executive officers was a critical component. In examining key problems experienced in expanding and improving cooperative education programmes, at least two important problems were cited: lack of faculty cooperation and lack of administrative staff cooperation. Dromgoole et al. (1986) found that

> A common problem experienced by most institutions that hindered greater expansion and improvement of co-op programmes was lack of faculty interest, cooperation, and in some cases even faculty opposition to co-op programmes. Seventeen of nineteen institutions cited this as a key problem. Similarly, a common problem was lack of general administrative staff support and cooperation with the co-op programme. Seventeen of nineteen institutions also cited this as a key problem. (p. 13)

Further evidence of the importance of the CEO is provided by Quinn and Nielsen (cited in Dromgoole et al., 1986) who stated that the "most important type of change and innovation leadership in a large organization is the personal consensus building leadership and interest of the CEO" (p. 10). Wilson's (1988) review of research conducted in the United States (e.g., Schall, 1968; Winer, 1973; Townsend, 1975; Wadsworth, 1976; Kane, 1981) concluded that "perceptions and attitudes about cooperative education held by institution administrators and faculty, by prospective employers, and by students were seen as potentially crucial in an effort to establish viable programmes" (p. 80). The studies by Dromgoole et al. (1986) were undertaken at the postsecondary level. The research undertaken in the present study was in relation to the role of the secondary school principal.

The first national study of cooperative education to review the research in this area was undertaken by a three-person committee, led by James Wilson (1988), the Asa S. Knowles Professor of Cooperative Education, Northeastern University, Boston. Wilson (1988) reported that this group concluded that

> Research into cooperative education has provided a firm, empirical base of understanding and, consequently, has contributed significantly to its continued development as an education strategy. Still, in retrospect, I cannot help but feel that, overall, cooperative education research to date has fallen short of the ideal of scientific inquiry to illuminate relationships, predict effects, explain findings in light of existing theory, or contribute to theory development. . . . Continued research is vital to the continued development of cooperative education, as it is for any field. (p. 83)

While research has been conducted in cooperative education, the findings of McCallum and Wilson (1988) parallel what has been found in the literature in the area of cooperative education, that is, the research regarding the role of the principal is lacking. This provides further rationale for conducting this present study.

According to Marshall and Rossman (1989), research is worth doing only if it explores some part of the phenomenon that is still unknown, that has not been explained well before. Thus, the researcher must demonstrate that the research contributes new information. The present study was conducted to fill a recognized gap. While scant research has been evidenced in the implementation, maintenance, and history of cooperative education, research into the administrative impacts of such programmes was virtually nonexistent.

In summary, current information on the implementation of youth internship and cooperative education programmes was deemed to be inadequate in the following respects:

1. Research examining the roles of the principal in implementing school/business alliance programmes is

lacking.

2. The available information is inadequate, in particular, relative to the activities of principals in implementing a change process involving students learning outside the regular classroom.

3. The available information is inadequate relative to the skills required of the principal in implementing school/business alliance programmes.

The government of Canada announced plans to spend approximately $200 million (Youth Services Corps, 1994) to assist in implementing such initiatives as cooperative education and youth internship training programmes involving schools and businesses. It would seem appropriate that attention be paid to the role of the school leader in this implementation process.

Internal and external influences and constraints affect education. The effects of these influences and constraints often result in a demand for accountability. Consequently, restructuring education might be required. Leadership required to direct the restructuring becomes important. One of the areas leaders will be responsible for is the facilitating of cooperative efforts and collaborations which will become increasingly necessary to address the new forms and new meanings in schooling.

Cooperative education and youth internship programmes, seen by Simon, Dippo, and Schenke (1991) as addressing many of the current educational problems, are funded by provincial and federal governments. These programmes are currently offering approximately 200,000 students across Canada the opportunity to pursue a portion of their learning in other than the traditional school classroom. While the programmes are becoming increasingly popular, very little research has been conducted on either the organization or the actual programmes of out-of-school training.

Pressures to restructure education systems can emanate from many sources inside and outside the school. The external influences, mentioned previously, are most immediately apparent. The school administrator can act as the motivator inside the school to encourage and facilitate required changes. This places demands on principals for which they may not be prepared. Leithwood

(1994) has suggested that competencies required of principals will include shared decision-making skills, extensive problem solving skills, and vision-building skills. In the restructuring process, one goal is to push aside existing constraints through fundamental changes that are systemic in scope and strategic in approach. Collaboration, value sharing, and global networking will also be important to leadership of the future.

In summary, cooperative education and other similar youth internship programmes are seen as filling a niche in the schooling of youth. The responsibilities and demands placed upon principals as schools change to accommodate these programmes may require that principals develop different skills.

Terminology

Leadership

Burns (1978) suggested that leadership is one of the most observed and least understood phenomena. Review of the pertinent literature on "leadership" reveals that leadership is a complex and multidimensional phenomenon (e.g., Bennis, 1990; Drake and Roe, 1994; Fiedler, 1967; Leithwood, 1994; Stogdill, 1973). This complexity results from several factors. First, leadership requires followership. Second, leadership is a process of interaction between other individuals and the leader. Third, there has to be purpose for the interaction. Fourth, leadership is situational. That is, a leader in one situation, (e.g., a secondary school principal) may play a leadership role at general staff meetings, but might not have that role in a curriculum meeting.

With these four features in mind, the operational definition I have adopted for "leadership" in this study cannot be captured in one sentence; rather, it encompasses several aspects that are normally present when one person--in this case the principal--exhibits leadership behaviours. These behaviours are summarized from the writings of Barth (1990), Bennis (1990), Drake & Roe (1994), and Leithwood (1994):

1. Articulating and communicating one's vision of an excellent school and all its elements such as programmes, achievement, and performance.

2. Providing the needed resources in order that the followers are able to make intelligent, ethical, and accountable decisions.

3. Providing an enabling, opportunistic environment to meet and satisfy the needs of students, staff, and self.

4. Initiating, promoting, and sharing independence, responsibility, creativity, risk taking, and accountability among staff, students, and self.

5. Respecting and encouraging all participants in the learning community.

6. Being knowledgeable of and competent in processes relative to ethical and intelligent decision making, problem solving, and implementing change.

7. Being knowledgeable of current learning theories and practices.

8. Being flexible, encouraging, and understanding.

9. Possessing excellent interpersonal and communication skills including listening skills.

10. Being committed to and encouraging strong values, continuous learning, and positive relationships.

11. Possessing the skills to delegate, empower, challenge, and inspire the individuals in the learning community.

12. Creating strategic links with appropriate agents and agencies in the school's immediate and larger communities.

Alliances

An alliance is a combining of the resources and expertise of various organizations to effectively and efficiently meet the needs of students and the community (including business community) in an enabling environment.

Acronyms

Acronyms used in this study include the following:

HRDC: Human Resources Development Canada

Co-op Ed: Cooperative Education

YIP: Youth Internship Programme

NHQ: National Headquarters

Cooperative Education and Youth Internship Programmes

Note: The following information is summarized with permission from Human Resources Development Canada

> from their booklet entitled *Job Entry: Cooperative Education Guide to Applicants, 1991.*

Following is a summary of the criteria set down by Human Resources Development (formerly Employment and Immigration Canada) which provides direction for educational institutions that plan to implement Cooperative Education and Youth Internship Programmes using federal funding. More details of the programmes are provided in Appendix A. Differences between cooperative education and youth internship programmes resulted from comparing the criteria specified in 1991 set down by the federal Conservative government with the criteria for youth internship programmes set down by the federal Liberal government in 1993.

Cooperative Education

Cooperative Education is an option under the Job Entry Programme of the Canadian Jobs Strategy. In consultation with the provinces, Cooperative Education is designed to encourage the growth of work/study learning as one means of improving the future employability of students by preparing them for their transition into the labour market. It helps offset the administrative costs associated with starting up a cooperative education project, significantly increasing the number of students in an established programme (a rough guideline is an increase of 50% over four years), or expanding into a new field of study. Specifically, grants are to be used for the salary and fringe benefits of individuals associated with the project, as well as for travel and other administrative costs.

Cooperative Education means a process of education whereby a student's courses/studies are formally integrated with work experience in cooperating employer organizations.

Cooperative Education Programme means a programme which formally integrates a student's academic studies with work experience in cooperating employer organizations. The usual plan is for the student to alternate periods of work experience in appropriate fields of business, industry, government, social services, and the professions in accordance with specified criteria.

Youth Internship Programme is a programme established by the Canadian federal government in 1993. Funding is provided to school jurisdictions and community agencies to implement school-to-work transition programmes with clearly defined training plans set down for the participants. Federal funding to a maximum of $300,000 and in decreasing contributions is provided over a term of three years.

Differences Between Cooperative Education and Youth Internship Programmes

Cooperative Education is an internationally recognized term and programme. In Canada it was initially implemented and funded by the Conservative federal government. Funding was distributed to school jurisdictions and educational institutions across the nation who submitted proposals and had these proposals approved by the local provincial Department of Education. The maximum funding of $200,000 was normally for a four-year period decreasing from 85% to 35% federal contribution over the four years.

Youth Internship Programmes, under the acronym YIP, became the term used in Canada at the change of government from Conservative to Liberal in 1993. Essentially, the programmes are very similar. However, Youth Internship Programmes have been funded over a three-year period. Initial maximum funding has been $300,000. Again the federal government's contributions decrease over the three-year period. This latter programme suggests more employer input. One final recommendation under the YIP is that it should target the "forgotten majority" of students, that is, students who are neither educationally challenged nor bright achievers but rather the group of "normal" students in between.

Organization of the Thesis

This study addressed a number of issues associated with school/community alliances that require attention in the Canadian educational system.

Terms are defined in Chapter 1. Also, in Chapter 1 is a summary of the criteria set down by Human Resources Development Canada for the implementation of cooperative education and youth internship programmes.

Chapter 2 provides an overview of theoretical and empirical information regarding the traditional role of the principal and the need for changes in this role; conceptual frameworks for change, leadership styles and effective leadership; and the role of the leader in implementing curriculum and effecting restructuring at the local level.

Chapter 3 describes the method used to gather and analyze data. It also sets out assumptions, delimitations, and limitations.

Chapter 4 presents the findings. This chapter describes the understandings of the principals and other affected individuals, as well as their perceptions of the principals' effect on the implementation of school/business alliances.

Chapter 5 compares the findings of this study with previously generated information that was described in the review of the literature.

Chapter 6, provides an overview of the study. Conclusions and recommendations for practice and further research are also included in chapter 6.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

A review of the literature about cooperative education programmes, work education programmes, school-to-work transition programmes, the history of cooperative education, school leadership, and restructuring and change reveals the importance of understanding the responsibilities of the principal in the formation of alliances with businesses. However, a search of literature produced no studies which examined the role of the principal in the implementation of a cooperative education or a youth internship programme nor any literature regarding the administration procedures necessary in the delivery of such an innovation. The traditional practice of isolating schools from the community, and training from the work-place, has provided little opportunity for researchers to study the process. In addition, this practice has made it even more difficult for many young people to enter the workforce through cooperative education and youth internship programmes.

In learning how to work in a business environment, students should learn something about the work they are doing and the context in which they are doing it. This involves attention to the pragmatic, logical-technical features of tasks; that is, becoming familiar with both social relations and technical aspects that define the productive process (Simon et al., 1991). But learning to do work is not necessarily a requirement of secondary school programmes, and in this study I ignored the question whether learning to do work should be a part of the school curriculum. This is a value issue and was beyond the scope of the study. Rather, the study was completed under the assumption that school-to-work curricula and the forming of alliances are essential components of the secondary school programme for a number of students.

The literature review reported in the following pages provides a background to the study in four areas: (a) historical perspectives on cooperative education; (b) trends and issues which are influencing the role of the school principal and the advantages of school/business alliances; (c) the change process; and (d) leaders learning to lead during change processes in education.

History of Cooperative Education

Small (1958), who completed in-depth research into the history of cooperative education, noted that "sandwich courses," the equivalent of cooperative education, were offered in Great Britain as early as 1840 at the University of Glasgow. However, according to Wrangham (1956), credit for the first recognized programmes go to Sunderland Polytechnic (then Sunderland Technical College) which commenced such courses in 1903. Expansion of these programmes in the 1950s sparked a similar interest in Australia where they were introduced in 1963. Cooperative education in the USA--begun by the head of the engineering department at the University of Cincinnati in 1906--did not see extensive growth until the 1950s. In 1956, according to Wright (1963), the University of Waterloo, in Canada started a cooperative education programme. By the 1970s, 55 countries were offering cooperative education programmes. Several similar programmes were being implemented worldwide; however, they were not recognized as cooperative education if they did not meet the requirements set out in the definition of the programme. In 1985 the World Assembly on Cooperative Education adopted the following definition of cooperative education (Davie & Watson, 1988):

> Cooperative education is a strategy of applied learning which is a structured programme developed and supervised by an education institution in collaboration with an employing organization, in which relevant productive work is an integral part of a student's regular assessment. Such programmes should normally commence and terminate with an academic period and the work experience component should involve productive work and should comprise a reasonable proportion of the total programme. (p. 50)

Results of studies conducted in the United States by Lindenmeyer (1967) revealed that American engineering cooperative education students had improved academic performance when compared with their full-time counterparts. In comparative studies undertaken in Australia by Davie and Russell (1974), it was determined that the academic performance of cooperative education students when compared to their full-time counterparts "changed from one of inferiority to one of superiority"

(Davie & Watson, 1988, p. 80). Results of studies conducted in Australia by Gillin, Davie, and Beissel (1984) showed that there was an overall advantage in doing a cooperative programme with respect to career progress following graduation. Likewise, in Britain, Davies (1985), after conducting a six-year study of occupations of graduates from a wide variety of disciplines, concluded that more cooperative education (sandwich) graduates were employed than other full-time graduates.

In Canada, cooperative education is growing at an exponential rate. The 1956 initial intake of 75 cooperative education students at the University of Waterloo had grown to over 9,000 by 1987 and to over 200,000 nationwide by the 1990s (Dromgoole et al., 1986; Government of Canada, 1994; McCallum and Wilson, 1988). With the increasing enrolment of students into the programme, a need soon arose for professional associations that would set standards, monitor, and provide a body of support and resources. The Canadian Association for Cooperative Education (CAFCE), a professional association which represents cooperative education at the post-secondary level in Canada, was formed in 1973. The Cooperative Career and Work Education Association of Canada (CCWEAC), founded in 1982, similarly represents cooperative education at the secondary school level. The Cooperative Education Council of Canada (CECOC) was created in 1977 as a body of CAFCE to assist in regulating the quality of programmes and to offer accreditation to those programmes that conformed to the specific definition of cooperation education and met 16 mandatory criteria. Each of these professional associations comprises members from education, the business sector, government, external agencies, and parents. There is no similar organization regulating quality and offering accreditation at the secondary schools level.

Cooperative education is seen to be beneficial at secondary and postsecondary school levels and is slowly growing with increasing recognition and resource support from all levels of government.

Trends and Issues Influencing Schools

Various societal, professional, and organizational trends and issues are influencing the current structure and operation of the school. The primary force driving the need for change has been rapid developments in technology. This phenomenon has been a motivator behind international competitiveness, cultural globalization, and demographic stability and diversification (Mulford, 1994). Such developments have resulted in the recognition of the need for interdependence. Recent writers (e.g., Caldwell & Spinks, 1992; Drucker, 1992; McCann, 1991; Mulford, 1994; Naisbitt, 1982; Naisbitt & Aburdene, 1990; and Taylor, 1991) have suggested several implications of these thrusts for education and, more significantly, schools.

1. Politicization of education is evident and increasing. Given the importance of education for the quality and productivity of the workforce in a world of international economic competitiveness, governments, especially at the national level, are interested in its content, organization, and delivery. Quality education and training are now very important, but they must contend with decreased funding and increased demands on the

available funds.

2. There is a trend toward restructuring. In essence, the size of units within which responsible administrative action takes place is and will continue to diminish. There is a powerful but sharply focused role for small central authorities, especially in respect to formulating goals, setting priorities, and building frameworks for accountability. This smaller centre is and will continue to move from provider to purchaser of services, particularly in the curriculum and teacher development/inservice areas.

3. Site-based management results in schools increasingly being designated as cost and profit centres. They control significant resources of their own and are able to exercise discretion in the use of allocations distributed by the Ministry. There is greater autonomy in spending and raising money within the framework of clearly stated financial regulations. Schools are being encouraged to diversify their sources of funding. Contracting out all but a school's core educative functions is increasing.

4. Tensions between central policy setting and monitoring and school operations autonomy are and will continue to grow, for example between the need for central quality control and the need to develop school staff skills, culture, and relationships. Networks are and will continue to develop as administrators experiencing similar change experience the need to collaborate.

5. Accountability results in a premium being placed on efficient flows of information including what is increasingly being required to present and defend one's activities.

6. Parents and the community are reclaiming their roles in education. The community's resources are becoming more important and more utilized. The community is becoming more vocal about the importance of education and training yet at the same time is demanding more accountability and efficient use of resources.

7. Curriculum is becoming more results-oriented and competency-based. Schools are being held accountable for the quality of students graduating. The introduction of national curricula is increasing rather than diminishing

the responsibilities of individual schools for effective delivery and greater visibility of outcomes, especially through competencies. This situation is putting a premium on school-level performance.

8. Core or basic curriculum content guarantees are increasingly being sought. Skills such as problem-solving, creativity, and an appreciation of and capacity for life-long learning and relearning are also being stressed as essential. National and global considerations are becoming increasingly important as is "connectedness" in the curriculum. The vocational, the world of work, especially the service industries, is looming large with competency testing being the measure which allows an individual to establish the requisite qualifications.

9. "Incentivization" is intensifying in the form of competition. Contracting out to specialist groups is increasing. This contracting out is occurring in order to secure maximum value for money from competitive tendering and economies of scale, and to reduce the range of activities which must be managed directly.

10. Change is constant. There is continued pressure

to recognize and to respond to specific and often contradictory needs. A major responsibility for educators in order to cope with the uncertainty and ambiguity this situation is generating is the need to set and act on the basis of priorities. Increasing pressures are being placed upon teachers to accept increased responsibilities outside the classrooms.

11. The increasing uses of telecommunications and computer technology is and will continue to change the delivery of education from teacher delivered to a student interacting with technology alone at home and/or in the workplace.

Fiscal restraints, increased accountability, exponential growth in knowledge, technological innovations and accessibility, global trade and investments, and changes in the organizational structure as well as changes in social structures all affect the student at the school level.

Consequently, the economic and social changes act as catalysts to the changing responsibilities of those administering the learning environment closest to the student--the principal. Traditionally, the responsibilities of the principal have been predictable, curriculum-related, and student and school-centred. According to Drucker (1992), in the future job descriptions may become passé because changes will be experienced almost daily in management capacities.

As a result, the management of and leadership required to design, develop, and implement partnerships between schools and communities provide formidable challenges and astounding opportunities for students, schools, and communities. In our environment of rapid and unpredictable change, it becomes increasingly evident that the school principal cannot be effective as a regulator whose primary concern is with maintaining the status quo. Hughes (1990) posited that a "more creative and dynamic role is required, preferably in a collaborative framework, which includes involvement in defining and reassessing goals, facilitating change, motivating staff and students, and external representation" (p. 4). This shift, obviously, has consequences for principals and their leadership roles and in particular their responsibilities within the larger community. The implications and images for the school administrator in this "out structuring" are often unclear or contradictory and possibly even threatening.

Baker-Loges and Duckworth (1991), from a study of cooperative education programmes in Texas, concluded that "support and encouragement must come from both administrators and faculty in order to enhance the value of the work experience programme" (p. 256).

Principals need to support programmes aimed at fostering environments and opportunities that encourage students to make "smart" career choices. Those principals who are aware of and concerned with all the aspects of their community--from the infrastructure, to its economic base, to its members--will be better able to meet the needs of the students being served.

There is increasing recognition that schools cannot be successful if they work in isolation (CEA, 1995). Active input and participation of parents and other stakeholders in the community are considered necessary if schools are to achieve the outcomes for students which society expects. Love-Crawford (1994), in agreeing with this opinion, explained:

> Community involvement will no longer be a luxury. It will become a necessity and administrators will be forced to not just encourage but insist on parental involvement. . . . Administrators in this model will become community builders in their leadership roles. (p. 14)

In a similar vein, Murphy and Louis (1994) wrote

> As we move toward the 21st century, principals must be able to forge partnerships and build strategic alliances with parents, with businesses, and with social service agencies. They must lead in efforts to coordinate the energy and work of all stakeholders so that all the children in the schools are well served. (p. 15)

Therefore, interagency and private sector collaboration are becoming increasingly necessary and may be one way to help meet students' needs. Currently, several groups all appear to be striving for similar outcomes without collaboration. The result is duplication of services and increased social and educational costs. Proposed decreases in transfer payments from the federal government to provincial governments and, in turn, from the provincial government to the school jurisdictions, have resulted in forced collaboration being in the infancy stages in several jurisdictions across Canada.

School/Business Alliances

Educators, governments, and business leaders (e.g., Dromgoole et al., 1986; Drucker, 1992; Government of Alberta, 1994) alike have frequently voiced the opinion that business and industry partnerships will be one answer to many of education's current deficiencies. Cooperative education is a means of cementing these partnerships.

To date, in the United States, cooperative education has proven to be the only programme at the secondary and postsecondary levels which has a successful record of involving business, industry, and education in joint training alliances (National Commission on Excellence in Education, 1983).

In a similar vein, Grossman, Warmbrod, and Kurth (1988) surmised that during a time when fiscal problems are prevalent in education, cooperative education provides a means for providing technologically current training and better utilization of campus facilities, personnel, and funding. When a closer relationship between faculty and business and industry representatives is developed, faculty has more opportunities to maintain professional skills, competencies, and knowledge.

Further, Johnston and Packer (1987) hypothesized that "education and training are the primary purposes by which the human capital of a nation is preserved and increased" (p. 116). It is through the effective management skills of the principal that there will be an assurance of strategic alignment of school with community economic goals. Principals who appreciate the fact that the public has an investment in people, by funding the educational institutions through their taxes, will be more sensitive to meeting the public's needs. School leaders who are aware that schools are our greatest resource for helping people to achieve their fullest potential will be better able to address this issue.

Recognizing that the school is the centre of the community will encourage principals to commit to programmes that will satisfy the attitudes, aspirations, and visions of the students and their parents. To do so, will require them to focus on community rather than school-based issues, and to be able to implement this change successfully if these programmes are to succeed.

Change

This section begins with a view of change relative to the current trends and issues and their impact on leadership and change is then examined. Several strategies to successfully effect change are presented. Strategies, forces of resistance, empowerment of staff, and reasons for failure of changes are then explored.

Changes in education are required as a result of trends and issues such as fiscal restraints, increased accountability, exponential growth in knowledge, technological innovations and accessibility, global trade and investments, changes in the organizational structure, and changes in social structures which impact the student in school.

These trends and issues create a need to rethink and redesign existing school programmes. Sculley (1987), former CEO of Apple Computer, contended that the amount of knowledge available to us doubles every two years. Concurring with this statement, Johnson (1991) concluded that "the rate of social and technological change is exponential" (p. 54). According to Johnson, the implications for our school systems are tremendous, "yet we often behave as if the world were stable; we teach as if tomorrow will be just like today" (p. 54).

In earlier studies examining the implementation of a curriculum and the change process, Fullan (1986) suggested that research on the implementation of curricula may be broken down into three phases:

> 1970-78; the documentation of implementation failures; 1979-86, the identification of implementation's best practices; and 1987 to the present, a focus on the management-of-change in curriculum implementation. The latter phase focuses on how to deliberately bring about curriculum change through management. (p. 20)

This study is concerned with this latter phase; that is, how to bring about change through the implementation of successful strategies and the leadership required in this process.

Change, Implementation, and Restructuring Defined

Prior to understanding the change process and strategies recommended for effective implementation of change it is necessary to define the various kinds of change identified in the literature.

Nelson and Quick (1994) suggested that there are two basic forms of change in organizations. Planned change is "change resulting from a deliberate decision to alter the organization" (p. 551). Unplanned change is "change that is imposed on the organization and is often unforseen" (p. 551). While Nelson and Quick defined change based on whether it arises within or outside the organization, Fullan (1982) suggested that implementation is the process of working out the meaning of change with those directly responsible (p. 116).

Leadership and Change

Change doesn't just happen. Rather it must be instigated by someone who provides the needed support and expertise during the change process. Mazzarella (1976) contended that "change is necessary if we are going to meet our education goals, and many believe that the key figure in plans to make changes in the school is the principal acting as instructional leader" (p. 4).

Therefore, what do principals specifically do about potential changes in their schools? According to Fullan (1982),

> All the evidence at our disposal confirms that the majority of principals play a limited role in educational change. Those who do become involved have a strong influence on how well the change progresses; those who don't show an interest have an equally powerful influence on how poorly it goes. (p. 135)

To summarize what is known about the role and impact of the principal on change, Fullan (1982, pp. 139-140) offered these four main conclusions:

1. At least 50% of principals operate primarily as administrators and as ad hoc crisis managers and as a result are not effective in helping to bring about changes in their schools.

2. Those principals who do become involved in change do so either as direct instructional leaders or as facilitative instructional leaders, either of which can be effective. Direct instructional leaders can be effective

only if they are clear about the purpose of change and have teachers who agree with the direction of change.

3. Since the principal cannot become an expert in all subject areas and has other demands of the role, being a facilitator or coordinator of change may be the most effective role in these circumstances.

4. None of the research indicated that change is impossible without the principal; however, research reveals that the principal plays a significant if not fateful role in the implementation and continuance of any change proposal.

Although the principal is essentially the middle person in the highly complex and complicated change process, many principals, according to reports of studies conducted by Fullan (1982), "experience precisely the opposite--pressure to maintain stability" (p. 136). How principals handle this pressure depends on their understanding of their role and responsibilities and on the expectations of the school jurisdiction and what the stakeholders want principals to do. Fullan (1982) wrote that school district role descriptions and courses in educational administration theory "stress the instructional leadership responsibilities of the principal--facilitation of change, helping teachers work together, assessing and furthering school improvement, etc." (p. 132).

However, how principals actually spend their time differs considerably from the role descriptors and theory. Several studies (e.g., Crowson & Porter-Gehrie, 1980; Sarason, 1971; Weldy, 1979) indicated that the principal spends the day in the following multiple, sporadic maintenance activities: (a) student disciplinary work, (b) telephone calls, (c) keeping outside influences (e.g., central office, parents) under control and satisfied, (d) prearranged meetings, (e) casual unplanned encounters, (f) keeping staff conflicts at bay, (g) paperwork, (h) deliberate meetings, and (i) keeping the school supplied with adequate materials, staffing, etc.. The studies rarely mentioned attention to programme changes.

Nonetheless, research (e.g., Berman & McLaughlin, 1978; Fullan, 1991; Leithwood & Montgomery, 1982) revealed that the principal strongly influences the likelihood of change, notwithstanding that most principals do not play instructional leadership roles. They determined also that projects having the active support of the principal were the most likely to fare well.

Earlier writings by Mitchell (1972) revealed that

> more than just competent management is necessary to bring about thorough-going reform in the long-term public interest. When all is said and done, nothing will change unless educational leadership begins to set the wheels of change in motion. (pp. 4-5)

In later studies, Berman and McLaughlin (1978) claimed that the principal's actions carry the message as to whether a change is to be taken seriously and serve to support teachers.

Further, interviews conducted by Fullan (1982) with principals (1982) revealed that "serious problems at the implementation stage will likely go unresolved if the principal is uninterested or even if he or she verbally supports the change but does not participate in some fashion" (p. 136).

In summary, principals differ on the degree of involvement and the direction of involvement in the change process, but if change is to be parallel with maintenance, principals will need to rethink their leadership role in the planning and coordinating of new programme innovations.

Need for Change

The problem of deciding whether changes are actually needed is a difficult one. With this in mind, Fullan (1982, p. 124) suggested that those responsible for implementing change ask several questions prior to implementing change, including:

1. Are the educational objectives of the changes wanted, needed, and valued by society?
2. Are the changes effective in accomplishing these objectives?
3. Do the changes meet the needs of the students?
4. Do the changes address an important educational goal which is currently not being achieved adequately?
5. Do the particular changes offer some potential for accomplishing the goals more effectively (are they procedurally practical)?

When considering these questions, Johnson (1991) suggested that principals keep in mind that "the obvious, but generally ignored, implication is that the age-old model of education--the simple transfer of skills and knowledge from teacher, film, textbook, or other medium to the student--is no longer adequate" (p. 54).

Strategies to Effect Change

As school systems undergo transformation, virtually every element of the current education system will also need to be transformed. But what strategies does a principal utilize to ensure successful implementation during the change process? Solutions to needed changes could be viewed from varying perspectives. This section provides a sample of six perspectives: Leavitt and Bahrami's (1988) conceptual framework, Lewin's (1947) change model, Murgatroyd and Morgan's (1993) Total Quality Management model, Fullan's (1993) proposal, Visionary Instructional Leadership, and Empowerment of Teachers.

Leavitt and Bahrami's Conceptual Framework

One perspective with regard to implementing change was offered by Leavitt and Bahrami (1988). Their conceptual framework for change as shown in Figure 1, suggested that changes may be recommended by changing any one of the four variables--structure, task, information and control, or people. For instance, Leavitt and Bahrami contended that improvement by changing the organizational structure would mean "changing the loci of authority and responsibility" (p. 248). Alternatively, when problems may appear to stem from information and control problems, the solution would tend to reside in improving the "analytic quality of decisions by using sophisticated information technology and by applying new techniques for controlling and processing information" (p. 249).

On the other hand, the same problem might be seen as a “people problem.” Consequently, working on the "organization's ‘culture,’ on people's attitudes, and interpersonal relationships to generate a spirit of teamwork" (p. 249) could be a valid recommendation.

Another perception, according to Leavitt and Bahrami, is that change is required in an organization's "tasks, its relations with the environment, its mature markets and

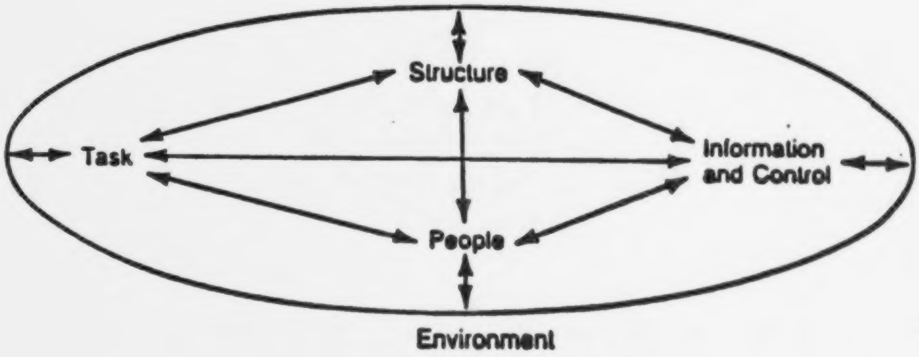
Structure
Task
Information and Control
People
Environment

Figure 1

Interactive Nature of Task, Structure, People, Control and Environment (Leavitt, H. J., & Bahrami, H. 1988. *Managerial psychology: Managing behaviour in organizations*, 5th ed. Chicago: The University of Chicago Press.)

declining industry position" (p. 250). In this case, a school's first priority would be to redefine the school's tasks and its perceptions of opportunities. However, "structure, information and control, people, and task are all interconnected in organizations" (p. 250) and change in any one variable affects each of the other variables in the model. Hence, in a school, change to any programme, personnel, facility, responsibility, and delivery mode, would affect each of the other parts of the school system.

Further, an essential dimension of this model and in the school situation is the broader environment. Customers (e.g., students and parents), competitors (e.g., other schools and businesses), suppliers (e.g., publishers), and government influence and are influenced by the changes at the school level.

Simultaneously, "fit" with the environment influences a school's effectiveness. School effectiveness can be characterized as the school's ability to control and adjust to the following constructs: maintenance, adaptation, goal attainment, and integration. Of particular importance is adaptation. Adaptation, according to Bookbinder (1992),

> is the school's ability to successfully understand and accommodate its external environment. The extent to which the school does or does not offer programmes consistent with community norms and expectations is often related to difficulty or success in sustaining in and support for the school. Schools and school systems can lose the support and respect of their communities if they are not aware of the expectations and desires of their clients. (p. 8)

For this reason, according to Johnson and Holdaway (1991), school administrators' perspectives of school and learning may need to change from an intra-organizational emphasis to an inter-organizational emphasis and to include a recognition that the principal now plays a "pivotal role between influential stakeholders within and outside the school" (p. 60).

To summarize, Leavitt and Bahrami's conceptual framework posits that changes to any one variable--structure, information and control, people, and task--influence the other variables in the model. The school is part of a much larger complex, volatile environment and changes in any one internal variable or in the environment have interactive effects. The effects of any change are multiple and often contradictory. Every gain in one dimension has consequences in another--often more--elusive dimension.

Lewin's Change Model

Lewin (1947) developed a model of the change process which continues to be used by some organizations to manage planned change. This model is based on the premise that a person's behaviour results from two opposing forces: one pushing toward preserving the status quo, the other pushing for change. When the two opposing forces are approximately equal, current behaviour is maintained. According to Nelson and Quick (1994), "for behavioural change to occur, the forces maintaining the status quo must be overcome" (p. 560) which can be accomplished by increasing the forces of change, weakening the forces for the status quo, or by a combination of these actions.

Lewin's model involves a three-step process as shown in Figure 2. The process begins with a crucial first step--**unfreezing** which, suggested Nelson and Quick (1994), involves "encouraging individuals to discard old

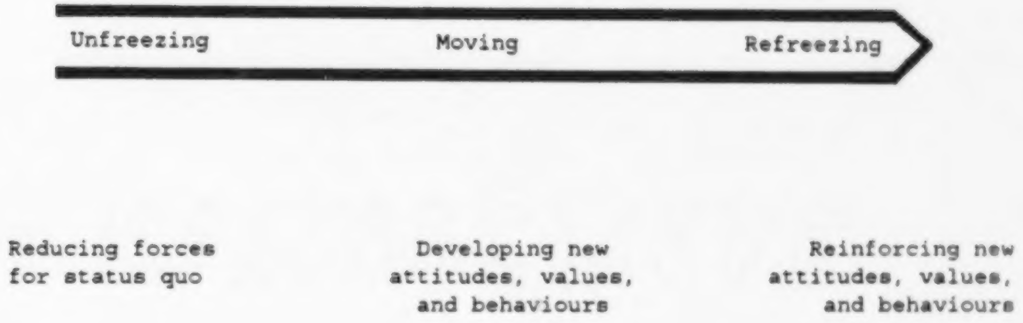
Unfreezing
Moving
Refreezing
Reducing forces for status quo
Developing new attitudes, values, and behaviours
Reinforcing new attitudes, values, and behaviours

Figure 2

Lewin's Change Model (Lewin, K. 1947. Frontiers in group dynamics, *Human Relations 1:* 5-41.)

behaviours by shaking up the equilibrium that maintains the status quo" (p. 560). Eliminating rewards for current behaviour thus showing that this behaviour is no longer valued is one method organizations use to achieve unfreezing. An individual's acceptance that change needs to occur is **unfreezing** from that individual's perspective.

The second step in Lewin's change model is **moving** which involves substituting new attitudes, values, and behaviours for old ones. Initiating new options, explaining the rationale for change, and providing training for employees are used by organizations to accomplish **moving**.

The final stage involves **refreezing**--new attitudes, values, and behaviours become the status quo. The organizational culture and formal rewards reinforce and encourage the new behaviour.

Nelson and Quick depicted the process as requiring that "old behaviours be discarded, new behaviours be introduced, and these new behaviours be institutionalized and rewarded" (p. 562).

Total Quality Management

One management development technique that may prove useful to ensure the ongoing implementation of change is Total Quality Management. This technique has proven successful in business and industry and is beginning to be adopted in schools. Total Quality Management or TQM, according to Murgatroyd and Morgan (1993), refers to the systematic management of an organization's customer-supplier relationships in such a way as to ensure sustainable, steep-slope improvements in quality performance (p. 59).

After conducting studies in Detroit--where 45 schools had been utilizing Total Quality Management in their staff development programmes--Hixson and Lovelace (1992) found that the three schools that stood out as models of excellence had several things in common:

> First, the principals and the school faculties are committed to creating excellence for all students.
> Second, they have viable school improvement teams committed to the Total Quality Management process.
> Third, the principals understand their roles as leaders, facilitators, managers, and team players. (p. 26)

Murgatroyd and Morgan (1993) posited that leadership is prevalent in TQM. They suggested that

> the kind of leadership required to ensure that everyone in the organization is working in a way that ensures consistently high performance and constant improvement is different from the kind of leadership we have experienced in many organizations. . . . Leadership in the TQM context is visionary, in that it embraces empowerment, performance and strategy. From the TQM perspective there is a need to see leadership as a systematic basis for facilitating the work of others (empowerment) so that they can achieve challenging goals (performance) that meet or exceed the expectation of stakeholders (strategy). Management, in terms of TQM, refers to this kind of visionary leadership. (p. 60)

Murgatroyd and Morgan (1993) also provided five critical features of successful TQM organizations:

1. Alignment within the organization (everyone pulling toward the same strategic ends) and commitment to a shared vision.
2. An extended understanding of the customer-driven and process-oriented basis for quality.
3. An organization designed around teams, with investments made in team development and changes made in performance management systems to reflect teamwork as the basis for the organization's activities.
4. The setting of particularly challenging or outrageous goals, which commit the organization to significant increases in performance outcomes.
5. The systematic daily management of the organization through the use of effective tools for measurement and feedback. (p. 64)

In brief, TQM leadership is very different from that traditionally displayed. Rather it includes but is not restricted to imagining, enabling, empowering, coaching, sharing a vision, mentoring, educating, and concentrating on the whole picture.

Fullan's Change Model

Fullan (1993) described an important component in the change process in the context of redesigning teacher preparatory programmes: "Every teacher should be knowledgeable about, committed to, and skilled in initiating, valuing, and practising collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies" (p. 16).

This process is depicted in Figure 3. The four phases are initiation, implementation, continuation, and outcome. Phase one--initiation--occurs when a change is initiated by someone or some group. In the implementation phase, an attempt is made to use the change proposed. Phase three occurs as a result of the implementation moving beyond an attempt--being in use over an extended period of time. Phase four--outcome--involves the

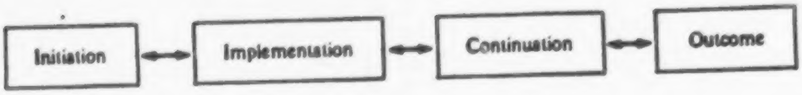
Initiation
Implementation
Continuation
Outcome

Figure 3

Fullan's Overview of the Change Process. (Fullan, M. 1982. *The meaning of educational change*. Toronto, ON: Ontario Institute of Studies in Education Press.)

evaluation or assessment of the proposed change.

Fullan suggested that there are several factors operating at each stage. As indicated in Figure 3, it is not a linear process rather a process that travels in both directions. The feedback at the various stages can result in a movement backward or in reciprocal interactive ways. The factors that operate at the various stages are also affected by whom initiates the change and whether it is internally or externally initiated. Also, inherent in the process is the degree of impact due to the time frame between the stages.

In summary, what occurs at one phase affects subsequent phases. New factors are also likely to appear at various stages influencing and affecting the process.

Reports of earlier studies by Hall and Hord (1987) on the role of teachers in the implementation process concluded that the degree of implementation by teachers in a school is a direct function of what the principal does.

The literature (e.g., Crandell, Eiseman, & Louis, 1986; Manasse, 1985; Murphy, 1991) supports that a great deal of time is needed to plan, implement, and institutionalize a significant change. Leithwood and Begley (1989) said that principals must value the change or they will not take an active part in fostering the process (act as instructional leaders).

Generally, innovations succeed because they combine good and timely ideas with good implementation support systems. Manasse (1985) claimed that "vision, goal setting, or theory in action" (p. 446) assist principals in setting priorities so that the school can move forward--instructional leaders are not content to maintain the status quo. DeBevoise (1984), Rutherford (1985), and Smith and Andrews (1989) reinforced this view. Manasse (1985) recommended that effective instructional leaders achieve the school's vision by carefully coordinating the curriculum. Some researchers (e.g., Floden et al., 1984) encouraged leaders to use a wide range of strategies to enlist teachers' assistance in contributing to student achievement. Fullan (1982) and Hall and Hord (1987) recommended supporting and sustaining them through the necessary programme changes.

Empowering Others to Effect Change

Principals experience a certain degree of uncertainty and ambiguity in their work, due to the impact of changes made to the education system as a result of economic, societal, and organizational shifts. For this reason it is even more imperative that they understand the advantages of sharing ownership, and empowering others in the successful implementation of change.

In accordance with the belief that principals are integral to the development of a positive school culture, Blase (1989) suggested that "principals should abandon control ideologies, by empowering teachers, providing the necessary material and symbolic support teachers need to teach" (p. 125). Subsequently, Dunlap and Goldman (1991) pointed out that "while facilitative power structures may appear to erode some of their positional power," principals must note that "facilitative power does not imply abdication of control. Instead it emphasizes the potential of maximizing problem solving capabilities by incorporating more of the professional skills available in an educational organization" (p. 26).

Another aspect of power sharing was raised by Miles (1987) who, on the basis of research findings, emphasized that power-sharing among all those involved with an implementation process is critical to teachers' willingness and initiative to carry an innovation toward complete implementation. Miles further contended that the principal's main task is to maintain a collaborative atmosphere in a decentralized structure. Fullan (1985) had earlier pointed out that the principal's role in the implementation process is to "create the climate (collegiality, communication, trust and mechanisms, time and opportunity, interaction, technical sharing and assistance, ongoing staff development) for supporting the implementation of innovations" (p. 409).

In a later study that involved 13 of the most effective Alberta school superintendents, Genge and Holdaway (1992) determined that an effective leader "articulated and subsequently embraced a vision. . . . about the school and then mobilized all people to bring about that vision" (p. 5). The effective leader is seen as future-oriented and sees a need to plan for the future.

The literature proposes that there will be a need for the future leader to govern by collaboration and coalition. Supporting this opinion, Duncan and Harlacher (1991) stated that "crucial to collaborative governance is the ability to empower faculty and management with authority, responsibility, and greater productivity. To empower is to have faith to let others lead. . . . While empowering others is crucial to the success of the twenty-first century leader, change also brings conflict and confrontation" (pp. 43-44).

Also concerned with involving participants in the change process, Sergiovanni (1991) stressed that

> Empowerment is not the same thing as acknowledging the de facto discretion that already exists in the system. It is a deliberate effort to provide principals and teachers with the room, right, responsibility, and resources to make sensible decisions and informed professional judgments that reflect their circumstances. (p. 6)

Generally, schools are loosely connected in the management sense but tightly controlled in a cultural sense. What matters most are the norms of the work group and individuals' beliefs, values, patterns of socialization, convictions, and commitments. Management systems and related patterns of control which are easily circumvented, are less important. Sergiovanni (1991) contended that "The theories that often drive school improvement efforts are based on the opposite premise: They give too much attention to managerially oriented systems of control and not enough to the human factors associated with increased performance" (p. 2). He believed that there tends to be too much attention paid to the policy development process and not enough to the embodiment of policy in professional practice.

Coupled with this is the research that confirms that outstanding performance is rarely given by subordinates who are responding to authority; rather, it is a quality associated with one's beliefs and commitments (e.g., Fullan and Leithwood, 1980; Sergiovanni, 1991). Sergiovanni found in his study of leadership and performance, that performance beyond expectation is a function of people believing in what they are doing, recognizing its importance and value, and finding meaning and significance in work.

Also speaking to empowerment, Gardner (1988, p. 77) lists the following tasks among those as important for today's leaders: affirming values, motivating, achieving workable unity, explaining, and serving as a symbol.

Similarly, Barth (1990) stressed several constructive ways in which principals are able to transform relationships among teachers and between teachers and principals. Barth suggested that principals can exert influence by doing the following: (a) engaging teachers in important decisions affecting their classrooms and schools, (b) developing personal visions, (c) becoming active adult learners, (d) serving as mentors to other teachers and prospective teachers, and (e) maintaining quality in their own and others' performance.

However, Barth contended that principals who attempt to engage in these activities encounter resistance from state departments of education, central offices, other principals, parents, and indeed, from many teachers themselves. Others are more concerned with attaining uniformity by trying to control what teachers do in classrooms. Consequently, many principals attempt to exercise an "authoritarian, hierarchical kind of leadership: they arrange schedules that mandate who is supposed to be where and doing what; they maintain tight control over money, supplies and behaviour; and they dictate curriculum, goals, and means" (p. 244). Barth also suggested that the

> inevitable consequence of this patriarchal model of leadership--aside from a certain amount of order, productivity, and consonance--is the creation of a relationship of dependence between principal and teacher. . . . This dependency immobilizes teachers and principals--when maximum flexibility and imagination are what they both need. (pp. 244-245)

He further contended that rather than principals attempting to be effective as charismatic authority figures, they act as coalition builders to experience success.

Consequently, implementing changes that will empower and enable those affected (students, teachers, and the community) to benefit will require developing effective cooperative processes. Further, Fullan (1991) contended that

> The capacities to bring about changes and the capacity to bring about improvement are two

> different matters. . . . seemingly rational political solutions, while perfectly understandable if one is in a hurry to bring about or avoid change, simply do not work. In fact, they do more harm than good as frustration, tension, and despair accumulate. (pp. 345-346)

Therefore, awareness of and skill development in, group and organization processes must be a first step in any effective changes. According to Mulford (1984), the most important aspect of effective implementation is obtaining cooperation among teachers and between the school and the community (p. 21). Reports of Mulford's earlier studies (1984) are congruent with more recent studies of school effectiveness and improvement (Leithwood, Tomlinson, & Genge, 1995) that found that besides strong leadership, interpersonal skills, such as a supporting attitude, fostering participation, tolerating uncertainty and freedom, were considered important. For example, involving staff, developing school goals, and a supportive school climate, as well as having high expectations of staff and students were seen as significant in the change process.

Likewise, the literature reinforces the view that the principal provides the leadership to ensure an enabling learning environment. Hayward, Adelman, and Apling (1988) agreed, noting that "today's schools need nothing less than a new breed of principal who embraces school-based management and teacher empowerment" (p. 29).

In summary, research confirms that it is important that the leader appreciate that change is multidimensional and varies accordingly within the same person as well as within groups. In other words, change impacts individuals. Principals as initiators can have a powerful influence on teachers provided that they are willing to work with teachers over a period of time, be open to modifications in the idea, and be sensitive to the need for teachers to develop their own sense of meaning in relation to the change.

Resistance and Conflict

Experiencing resistance and conflict means that those who institute change may see themselves as having to navigate through dangerous waters. Duncan and Harlacher (1991) stated that

> The effective CEO will become an agent for fostering positive institutional change. Risk taking is endemic to the position of a leader. The future CEO will shape the twenty-first century . . . by establishing an environment which fosters innovation and creative problem solving. (p. 44)

In a later study, Hoy and Tarter (1992) termed situations in which teachers are not committed to the aims of the school, due to personal or professional agendas being different from or contrary to the goals of the school, as "conflictual situations"; where, if "teachers have no expertise and no personal stake in the outcome of a noncollaborative situation, they have neither the inclination nor the skill to aid in the process" (p. 2). Hoy and Tarter argued that "to increase authority, leaders must be willing to relinquish it" (p. 5). Similarly in a secondary school setting, teachers have traditionally had autonomy in the area of programme development.

Reflection on previous research affirms that it will be necessary for both principals and teachers to be willing to institute changes that will benefit the students, school, and community.

Reasons for Failure of Change Attempts

Sarason (1971) pointed out that

> Just as change is not likely to happen without the principal's leadership, it can be effectively undermined by the principal's disinterest or opposition. . . . One can realign forces of power, change administrative structures, and increase budget for materials and new personnel, but the intended effects of all these changes will be drastically diluted by principals whose past experiences and training interacting with certain personality factors, ill prepare them for the role of educational and intellectual leader. (p. 5)

In agreeing with this point of view, Fullan (1982, p. 82) surmised that the leader who presupposes what the change should be and acts in ways which preclude others' realities is bound to fail. Consequently principals are in a unique position to either instigate or sabotage needed change. Principals may be equally powerful at blocking changes they do not like as implementing those they have accepted. Several reasons are provided in the literature (e.g., Fullan, 1982) as to why innovations don't succeed:

1. The changes were adopted by superintendents who were on their way up the career ladder.

2. Systems-based innovations arose from a combination of new theories and programme specifications generated from some university, government, or business quarters.

3. Particular reforms may be those in which districts were motivated by the desire to "reap" federal funds.

4. "Low-cost" change agent projects are a leader's response to coping with bureaucratic or political pressures.

5. The lack of opportunity for teachers to reflect, interact with each other, share, learn, and develop on the job makes it unlikely that significant changes will occur.

Many attempts at a specific strategy tend to fail because of the inability or failure of school administrators to secure prior consent for the strategy from the rank and file of teachers, and to talk through and agree to the sort of additional commitments or change in commitments the strategy would impose.

Consequently, the critical success of the strategy depends on the ability of the leader within the school to build a sense of commitment, and communicate the strategy and vision on a constant basis.

However, the success of the implementation process seems to also depend on what type of change is being promoted. Change may be of two types--that which is initiated internally or, more typically, that which is initiated outside the school, that is, by district office or government. Change which is initiated internally, that is, by the principal or the teachers, tends to be more successful than that which is initiated externally. The following is a script of a principal who shared with Fullan (1982) many of the anxieties and uncertainties principals have regarding the externally initiated change involving the implementation of new programmes.

> *Here is another change which is politically and educationally motivated, and which will probably be reversed in two years anyway. The teachers are not interested in it, or don't have the time to deal with it. They will groan and bitch about it. I hate to even present it to them. I really don't understand the programme. It seems so abstract and full of nice generalities. The half hour orientation we received at the last principals' meeting only confused me further. I doubt if the superintendent or the board members know what it means either, judging by their comments. The superintendent wants it in order*

> *to look good. I will put it on the agenda of the next staff meeting and get it over with. I worry about any future meetings we might have to have on it. I hope nobody follows up on it. My annual principal report will describe that the new programme was introduced. (p. 141)*

According to Fullan (1982), the following is a sample of reasons which explain why a principal may have difficulty dealing with externally mandated change.

1. The principal is usually not helped by central administrators in how to deal with the change. Rather the principal may be given a brief description at a meeting involving other principals. Few, if any, principals will stand up and say "I don't understand!"

2. The principal keeps his or her feelings private. There is little opportunity for principals from various jurisdictions to share and discuss.

3. The principal does not or will not share the concerns with teachers possibly because of self-inflicted barriers or the expectations inherent in the position.

4. It is very uncomfortable and may be undermining of one's confidence to be expected or mandated by supervisors to lead the implementation of a change

(a) which principals do not understand; (b) in which teachers are not interested or; (c) in which they are interested but it is unclear how they are to obtain necessary resources and assistance.

Fullan (1982) further suggested that one of the most frustrating indicators of the difficulties in educational change is the participants' (principals and teachers) frequent experience of having their intentions not only misunderstood but interpreted exactly opposite to what they meant. Also, principals may not be fulfilling instructional leadership roles because of insufficient time, lack of power, an ambiguous role definition, and/or lack of preparation.

Most preparation programmes emphasize the administrative role of the principal rather than the curriculum or human resources' skill requirements. Principals might have had little preparation for managing the change process and little time to reflect on this aspect of the role.

According to Fullan (1982), one of the greatest barriers to the understanding and development of the principal as a change agent is that few know what it means. Generalities such as "the principal is the gatekeeper of change" provide no clarity about what this actually means. Fullan therefore noted that these questions were worth asking before initiating any change

1. Is the reform responsive to all legitimate interests?
2. Does the reform support the integrity of the school system?
3. Does the reform provide needed incentives for implementation?
4. Is the reform integrated into the overall policy system?
5. Is the reform economically feasible?
6. Is the reform politically feasible?
7. Is the reform consistent with the vision of the institution?

Coping With Change

Several strategies are offered in the literature (e.g., Fullan, 1982; Manasse, 1985; Smith and Andrews, 1989) for coping with change proposals coming from outside the school. Included are the following guidelines:

1. Critically reflect on what can be done. This kind of reflection is difficult to undertake unaided. Get feedback from teachers and other principals whom you trust.

2. Determine the extent to which the district administration supports and really expects the principal to play a major role in the implementation of change.

3. For any given change, assess whether it potentially addresses a programme need (an educational goal that is currently being met inadequately), as seen by teachers, parents, district administrators, etc..

4. For any given change, attempt to determine why the district administration is proposing it. One of the most important indicators is whether there are resources allocated to implementation--not unlimited resources, but enough to indicate that the administration is serious about the change and has some knowledge of what implementation entails. Lack of resources may not reflect lack of seriousness; so test the possibilities (negotiate).

5. Determine whether the change is a priority among

other changes. There is a limit to how many innovations can be handled at once.

6. In assessing the need for change, talk with teachers about their views. Knowledge and conceptions of the change process and corresponding planning are a necessary foundation to which must be added some knowledge or familiarity with the content of the change and communication and interpersonal skills. Spend time talking with teachers, planning, helping teachers get together, being knowledgeable about what was happening.

7. Give change an equal priority with routine administrative matters.

8. Seek out some opportunities for personal/ professional development and informal/formal exchanges with fellow principals about what principals are and should be doing.

9. In reacting to some particular changes which seem unrealistic or meaningless, do what you always do (keep it from getting out of hand), but discuss the meaning of change with teachers and fellow principals.

However, according to Gallagher (1984), "educational leaders will have to steer a very sensitive course to preserve what ought to be preserved, to take advantage of new opportunities, to recognize new needs, and to end up with what is better than what we now have" (p. 10).

Consequently, principals will have to be personally and professionally prepared to cope with change and to select the good from the bad. Successful administrators will be those who learn to understand and cope with this change. Everyone involved becomes collectively and individually responsible for success.

Summary

In describing the meaning of education change, several questions must be raised and addressed regarding the implementation and consequences of the change being considered.

A review of the literature on change suggests as well, that it is the leadership exercised within each organization that enables it to meet its challenges, absorb its inevitable changes and produce benefits, lay aside those procedures which are no longer pertinent, and to challenge those that are protected by vested interests. Maintaining the status quo is a choice for no change.

Leadership

Both the literature on trends and issues in education and that on change highlighted the crucial position of the principal and the need for innovative leadership.

Howe (1994), who conducted a survey of the "state-of-the art" in leadership theory and research in educational leadership, found that:

> Hundreds of different and often incompatible definitions of leadership have been presented in the social science and organization literature . . . with no single definition, nor even any of the usual litany of theoretical approaches . . . e.g., great man theory, trait theory . . . assuming a prominent position. The study of leadership has been fraught with contradictions, conflicting results, endless repetition, seemingly irreconcilable disciplinary perspective, and, perhaps most importantly, an inability to agree upon a definition or a general description of the phenomenon. (pp. 6-7)

Much has been written about the qualities or characteristics of leaders. However, the definitions provided did not satisfy my expectations regarding leadership behaviours. A review of some of the literature on leadership is provided as raison d'être for the definition provided in Chapter 1.

Analysis of Leadership Models

Evident in the research of the literature is the complexity and divergent perceptions of leadership. Stogdill (1973) classified leadership according to characteristics broken down into personality dynamics. Actions and/or roles of the leader were not seen as relevant; however, task-related characteristics were seen as one of the three categories. That is, while the activities were not seen as important, possessing the task-related characteristics to implement the activities were.

On the other hand, Fiedler (1967), who studied leadership from a contingency perspective, surmised that no one style or approach to leadership is appropriate for all situations. In Fiedler's perspective, the most important consideration are the styles used to relate to the group and the degree to which the situation allows the leader to control the group. Therefore, what is paramount is the favourableness of the leader by the group, the task structure, and the power vested by the organization in the leader's position. This model is based on power inherent in the position relevant to the particular situation or power to control the group.

Drake and Roe (1994) proposed that the "typical" principal was often promoted from teacher to vice-principal to principal. They contended that these individuals were promoted because they were seen to act in a rational, predictable manner, and relied upon status of position for power and control. However, Drake and Roe believed that authoritarianism can degenerate into chaos. They suggested that a planned process is required whereby participants are challenged and encouraged to excel and achieve common goals and a common vision through trial and error in a threat-free environment.

Leithwood (1994) suggested that leadership practices were either transactional or transformational. Transactional leadership is based on contingent rewards and management by exception. In contrast, transformational leadership is based on developing a vision, role modeling, setting common goals, communicating high expectations, supporting, and stimulating. While transactional leadership has been the traditional model, Leithwood recommended that it is important for today's leaders to be role models, to encourage, to support, and to challenge the group to achieve common goals and a common vision. Communicating high performance expectations and providing the required resources, Leithwood contended, will enhance leadership.

Bennis's (1989) theory of leadership went even further. This theory is grounded in vision, trial and error, reflective backtalk, dissent, the Nobel Factor, the Pygmalion effect, the Gretzky Factor, long view, stakeholder symmetry, creating strategic alliances, and partnerships. This model is much different from the authoritative or transactional model traditionally promoted. Bennis's model is very similar to Leithwood's transformational model in that leaders are encouraged to expect the best of the people, possess intuitive leadership skills, have a long view, and balance the claims of all individuals and groups. Bennis, however, went a step further and proposed that it is important for leaders to also create strategic alliances and partnerships.

Based on the foregoing, leadership can be seen as a complex, compound phenomenon consisting of skills, roles, and actions. Although no one set of skills will be called upon in all leadership activities, there are several factors which, if possessed by leaders, will aid leaders in being effective. Needless to say, leadership is a very complex concept.

Change and the Changing Leadership of the Principal

Many administrators do not relish the idea of shedding their traditional role as an authoritative figurehead and assuming a role that reflects an effective, empowering, and competent **individual**. One reason is that the typical job description of the principalship, states that they are responsible for management, curriculum implementation, instructional leadership, and discipline within their schools. Clearly this says that the principal holds the authoritative role within the school.

However, it does not prevent the principals from sharing these responsibilities traditionally attributed to the principal with all individuals affected by the decision making.

What is important in this different perspective on the principalship is that the principal be able to effect the development of a vision through effective management strategies. This vision, according to Murgatroyd and Morgan (1993), is the "overarching concept or guiding force to which the school is working and aiming" (p. 79). It is the task of a leader to create a climate in which things get done and people have a sense of ownership. The CEO of the school requires the wherewithal to be a progressive thinker. Principals should see change not as a threat but as a tremendous opportunity. I agree with the belief shared by many researchers who have studied empowerment: the more power we give away, the more power we have. It is important that principals be conscious of the fact that in order to transform lives, the traditional modes of delivery and operation need to be challenged and, if necessary, abandoned.

Agreeing with this belief, McKenzie (1992) stated that "rapidly changing conditions require an alert, collaborative, and inclusive approach to leadership--one that adjusts perspective and strategy to match the demands of shifting times and rules" (p. 24). What is required at the school level is "leadership that cultivates wisdom so insight can spring forth" (p. 24).

To achieve the desired transformation, virtually every element of the current education system will need to be transformed. Also needed are a devolution of authority from the government Department of Education to the school jurisdiction level, downward to the school level, and the shifting of responsibility and accountability to the local level. And principals will have to reconfirm an orientation to change and an interest in involving the local community. To this end, "Principal training programmes must be modernized and expanded to acknowledge their dual role as instructional leader and manager in a complex school system" (Ontario's Premier's Council, 1990).

Leadership and the Implementation of School/Business Alliance Programmes

After researching the changing role of the principal, Tranter (1992) offered five recommendations for replacing the traditional principal's management style. Tranter stated in one of those recommendations that:

> In order to chart the school's direction, the school staff must gather information from other stakeholders in the education process--students, parents, community members, local business people, employees at other schools and the district's central administration staff. (p. 30)

Consequently, principals must come to believe that the school can best meet the needs of the future by utilizing not just the expertise within the school's physical structure but also the expertise found in the community.

Echoing this philosophy, Murphy and Hallinger (1992) emphasized that principals be "urged to step forward to assume this mantle as well as the more proactive role it entails. They are being asked to undergo a metamorphosis, to change from transactional to transformational leaders" (p. 81).

Likewise, Goldring (1992) reaffirmed that "the success of local school initiatives depends upon principals' abilities to adapt their roles to new realities" (p. 60). Principals must be able to forge links with the business and industrial community, to develop the capacities of all stakeholders, and to lead their teachers in a professional work setting.

Therefore, principals who are able to keep abreast of local and global trends and issues, and who are able to anticipate their impacts on education in general, on the surrounding community, and on the school in particular, will probably find themselves better able to meet the needs of their students and communities.

After studying the leadership role of the principal, Leithwood and Montgomery (1986) concluded that the knowledge and skills of an effective principal include the ability to mobilize parental and local community support for school programme priorities.

Likewise, The Carnegie Council on Adolescent Development Foundation, (1989) suggested the effective principal's key attributes include the following: political skill at helping people to solve problems; the capacity to articulate a broad education vision; the ability to see and plan based on broader trends (in populations, or in resources available); and the capacity to understand and deal effectively with the civic and political context of the school, construed as including the business community, policy makers, and the broader public.

Whether a school is labeled a "good" school or a "bad" school is often considered to be a reflection of the leadership of the school. But what constitutes a "good" school? According to the Ontario Premier's Council Report (1990), the factors that are perceived to characterize which make for a good school include "effective evaluation, quality teachers, strong school leadership, and good school-community relationships" (p. 41).

Principal power within the school has increased. How the principal chooses to exercise this power is a significant factor in the ability of the school to effectively educate. The literature confirms that the role of the principal is critical to the success of the implementation of any new curricular initiative in the school and the community. Thus, the principal may be seen as the catalyst in the implementation process.

Summary

Confronted with rapid technological change, intensified global competition, scarcity of capital resources, increased accountability, and responsibility, school principals must view themselves as leaders not only in the school but in the community. Innovativeness, effectiveness, diversity, flexibility, currency, relevancy and creativity, and the ability to empower may be considered to guide their ongoing implementation of change. The literature reaffirms that different activities are necessary for today's leaders. Leaders are required to challenge the process; they must be risk-takers who capitalize on opportunities and provide occasions for collaboration within a community. These occasions will result in all stakeholders--students, parents, schools, communities, businesses and industries--being benefactors.

What is needed are pro-active leaders, change agents who are knowledgeable about not only curriculum implementation but also the economic and social environment of which the school is a component.

Summary of Research of the Literature

This literature review examined the many internal and external change forces confronting principals. The need for learning to occur outside the confines of the "school" and the need for utilization of community resources to aid in the learning and teaching process were identified. Cooperative education was seen to be the most viable and economical means of offering students skills training and easing the school-to-work transition. It also offers a means of providing students with current technological skills without the expense of purchasing expensive equipment.

The research of the literature also examined change and models of change presented by Leavitt and Bahrami (1988), Lewin (1947), Murgatroyd and Morgan (1993), and Fullan (1993). Strategies for implementing change, and why change innovations don't succeed were also reviewed.

Leadership was examined from different perspectives--

transactional, transformational, and situational. Leadership was then looked at relative to implementing school/business alliances involving the community. Individuals who are already coordinating cooperative education programmes have made the shift to school/business alliances. The shift needs to spread throughout the educational system.

Chapter 3

METHOD

I chose qualitative research as the method for acquiring a better understanding of a complex social and relatively new phenomenon. Greenfield (cited in Immegart & Boyd, 1979) recommended qualitative research for the following reasons:

> The data derived from the interview process speak meaningfully and powerfully for individuals in specific situations, yet they find a larger significance as well. They show how individuals' sense of themselves and their world has consequences in that world, and they suggest how these meanings and consequences can be expressed in typifications, symbols or theories that provide fresh insights into social reality. (p. 168)

Greenfield (cited in Wignall, 1992) believed that only by investigating and understanding organizations from the "point of view of participants in the organization in question" (p. 5) will the social realities of the organizations under study be understood.

Interviews

Glesne and Peshkin (1992) confirmed my feelings about interviewing through the following statement:

> Interviewing is not simply devoted to data acquisition. It is also a time to consider relationships, silence, meanings, and explanations--four analytic acts that not only lead to new questions, but also prepare you for the more concentrated period of analysis that follows the completion of your data collection. (p. 81)

The semi-structured interview process undertaken in this study provided participants with an opportunity to talk about their major understandings and perceptions of how principals are and should be involved in the process of implementing school business alliances. Through these discussions, I reviewed whether what these principals do indeed assists or hinders the implementation process and the ensuing quality of the programmes.

Participants were encouraged to share their experiences of principals working through the implementation process. The participants were given opportunities to share their perceptions of what influence they thought principals had relative to the success of the programme. The interview also provided a forum for the participants to explain the strategies they perceived to have been working well and those that were working poorly or could be improved upon. The participants were offered a chance to identify factors which they saw as affecting what principals do, and what principals should be aware of, in implementing similar programmes.

The interview process also proved beneficial in clarifying ambiguities which could result if a questionnaire were to be used. Furthermore, a questionnaire could result in oversights or other inherent limitations while interviewing provided anecdotal material which aided in the understanding of the role of the principal in the curriculum implementation process. It also provided evidence of the way in which principals have traditionally seen their role as a principal of a conventionally structured school offering all curricula "in school."

Interview method. Semi-structured interviews were used in order to achieve "comparable data across subjects" (Bogdan and Bilken, 1982, p. 136) Patton (1990) suggested that the advantage of using semi-structured interviews was that "the interviewer remains free to build conversation within a particular subject area, to word questions spontaneously, and to establish a comfortable style but with the focus and particular subject that has been predetermined" (p. 200).

Semi-structured interviews, according to Berg (1995)

> involve the implementation of a number of predetermined questions and/or special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the interviewers are allowed freedom to digress; that is, the interviewers are permitted (in fact expected) to probe far beyond the answers to their prepared and standardized questions. . . . the intent of the researcher is to probe the world from the subject's perspective. . . . This is accomplished through the researcher's use of unscheduled probes that arise from the interview process itself. p. 33)

An interview guide (see Appendix B) was developed to reflect the research questions and to allow interviewees opportunities to share their personal experiences and perceptions. After the initial interview, I learned that the questions need not be addressed in a predetermined order but rather could be varied according to the comments made by the interviewee. The guide has 72 questions. As can be seen in Appendix B, the 72 questions were not appropriate for all participants; therefore, the questions were grouped and selected according to the participant. Generally, the first six questions were asked consistently in a predetermined order. This allowed the interviewees to talk about themselves and helped me understand them and their role within their organization or educational setting. This technique was found to be useful in helping both the interviewee and interviewer to relax. Thereafter, a conversational tone was adopted which allowed for questions to be asked as a result of previous answers.

Measor (1985) emphasized "the importance of rapport, building relationships, trust and confidence . . . but at the same time the researcher's job is also to remain critical and aware of what the interviewee is saying" (p.63). Therefore, the quality of the data tends to be dependent on the quality of the relationship and the trust between the participant and the interviewer. I consciously ensured that trust, confidence, and understanding were developed while retaining a critical awareness. By ensuring that a good rapport was built with the major participants, my credibility as a researcher was enhanced and the stories shared more credible.

Choice of Participants. The participants were selected from major stakeholders involved in the implementation of a federally funded cooperative education or youth internship programme. The implementation of such a programme involves participants from the federal government which provides the major funding for the programme, the provincial government which is responsible for school curricula, the local school district which develops necessary policy, provides local funding, and may hire a programme coordinator, the school level which implements the programme, the student who participants as a trainee, and the business as sponsor and work-site skills trainer. The participants were selected based on my network of people involved in cooperative education and youth internship programmes as well as recommendations from the programme managers of Youth Programmes of Human Resources Development, Canada in Alberta and Ontario. Participants were chosen from three provinces. I was familiar with the programmes in two of the provinces and the third province was chosen as a province that had established preparation programmes for those implementing such programmes. The administrative participants were purposely chosen as leaders who had successfully implemented innovative change in their schools or areas of responsibility or were responsible for overseeing the implementation of school/business alliances in the form of cooperative education programmes. The students who participated had successfully completed a cooperative education experience. Fourteen interviews were conducted in Ontario, British Columbia, and Alberta to allow for interviews with more than one participant in each stakeholder group. A list of the positions the participants held and the number of interviews with each type of participant is provided below:

Programme Coordinator, Human Resources Development Canada	2
Programme Coordinator, Jurisdiction Level Coordinator	2
Programme Coordinator, School Level Coordinator	2
Students	2
Principals	3
Assistant School Superintendents	2
Superintendent	1

Interview Procedure

The 14 interviewees were contacted by telephone. On this occasion, the purpose of the study and a brief review of my background were presented. Once an individual agreed to participate, an interview date and time were determined. All interviews, with the exception of one student and one coordinator, were conducted at the interviewee's place of work or home. One student was interviewed in my office at the University of Alberta and one coordinator was interviewed in my home. At the time of the interview an explanation of the study was again provided. Before starting the interview, the interviewee was provided with a copy of an informed consent form (see Appendix C) which was read and signed by the participant. The length of each interview ranged from one hour 45 minutes to four hours with the average length of time being two hours and 30 minutes. The interviews were tape recorded and notes taken to record emphasis and nonverbal communication.

Validity and Reliability

According to Anderson (1993), validity and reliability of qualitative research are in the hands of the researcher--that is, is it credible? The question is whether the researcher is capable of doing this research. An additional relevant question is whether the questions are appropriate to obtain responses to the research questions. The credibility will be further determined by the choice of participants and my ability to encourage them to respond to the questions.

Anderson (1993) stated that "internal validity relates to issues of truthfulness of responses, accuracy of records" (p. 13). Validity refers to the degree of success with which a technique or other instrument is measuring what it claims to measure. According to Verma and Beard (1981), it is essential "to gather some sort of evidence which provides confidence that a particular tool really measures what it is supposed to measure" (p. 87). I can only assume that the participants provided information which they believed to be truthful. By recording the interviews and taking notes, I believe my records were accurate.

On the other hand, reliability refers to consistency in measurement. Reliability also refers to the degree of accuracy with which the data-gathering means or instrument measures what it is measuring, that is obtaining the same data if the participants were interviewed again. I chose the interview process as the data-gathering method because I believe this method most accurately helped me understand the perceptions of the leadership shown of the secondary school principal in the implementation process involving school/ business alliances.

Data Analysis Procedures

The interviews focused on the qualities required of principals in an innovative learning environment and their changing role in the school and in the community due to the decision to implement a programme which necessitates collaboration with the business community and the federal and provincial governments.

The interviews were tape recorded and then transcribed. I transcribed the interviews because I felt it would give me a better understanding of the perceptions of the participants. This decision to personally transcribe the interviews proved invaluable during the analysis stage of the study. I did some editing but only to ensure clarity.

The data gathered through the interviews were then analyzed qualitatively to identify domains of understanding. The data analysis was based on the transcripts of the recorded interviews.

Bogdan and Biklen (1982) provided the following procedures for analyzing data for a qualitative study:

> Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Analysis involves the working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others. (p. 145)

The transcripts of the interviews were colour coded for easy identification. Strauss and Corbin (1995) posited that

> Conceptually our data becomes the first step in analysis. That is taking apart an observation, a sentence, paragraph, and giving each discrete incident, idea or event, a name, something that stands for or represents a phenomenon. . . . We compare incident with incident as we go along so that similar phenomena can be given the same name. (p. 63)

After each of the transcripts was analyzed line by line, the data were sorted into categories. Data in these 14 categories are reported in Chapter 4. The transcripts were then reread to identify various themes. The themes are reported in Chapter 5.

Assumptions

I made the following assumptions for this study:

1. The role of principals relative to their internal and external communities is changing.

2. Cooperative education and/or youth internship programmes will become necessary due to societal, organizational, and economic constraints on educational systems.

3. The business community will become involved in the education process to a greater extent than is currently evidenced.

4. Because only cooperative education programmes which have been federally funded were examined, it was assumed that the cooperative education programmes under study were implemented using the same guidelines nationally. These guidelines are provided in detail in Appendix A.

5. People in various positions of a federal government programme, in school systems, and schools had views on principals and partnership strategies and their impact in relation to cooperative education.

Delimitations

The following delimitations applied in this study:

1. This study was delimited to studying the principals of schools offering cooperative education and youth internship programmes within this specific study.

2. This study was also delimited to the opinions and perceptions of those who participated in the study.

3. The study was delimited to participants from three provinces.

Limitations

The limitations of the study are presented below.

1. The perceptions and understandings of the participants may have been subject to lack of recall or changes in perceptions over time.

2. Because only one to three participants in each of the roles affected by or through the implementation of a cooperative education programme were interviewed, the findings cannot be generalized to any single programme. Nor are they representative of that stakeholder group.

Ethics Review

The study design was approved by the Department of Educational Policy Studies and the Ethics Committee. Participants gave individual approval for their participation. No students were underage. All participants were promised anonymity and confidentiality.

Chapter 4

ANALYSIS OF THE INTERVIEW DATA

Introduction

The original intent of my analysis of the interviews was to report the findings according to the research questions. However, on the basis of the complexity of the information derived from the interviews, categories were developed. This approach seemed a more appropriate one for reporting the findings. The following categories were identified in the analysis of the 14 interviews: status of cooperative education in schools, reasons for implementing cooperative education and/or youth internship programmes, timetabling, strategies to ensure the adoption of this goal as part of the vision of the school, roles of the principal in the implementation process, leadership required to implement school/business alliance programmes, change strategies utilized, resistance to change, and strategies utilized to sustain school/business alliances.

Status of Cooperative Education in Schools

In order to understand the status of cooperative education relative to other programmes in the schools, the question was examined from many different aspects. If the programme was scheduled into the school timetable as other school programmes were, it might be seen as having an importance similar to the other programmes. If this programme were not integrated into the timetable, cooperative education may have been seen as an add-on, an additional responsibility that was not seen as relevant as other programmes. Or it may mean that it was more convenient to leave the programme out of the regular schedule thus offering more opportunities for flexibility and diversity. With this in mind several questions were asked of the participants regarding the school/business alliances, timetabling, and perception by teachers.

Participants were also asked this question ***"Are any programmes offered in the school which involve forming alliances with the school community,"*** because I considered if the participants talked about other programmes, then cooperative education might not be seen as being important. Participants differed in their responses. They discussed extra-curricular sports activities, job shadowing, and programmes involving business people speaking to classes. Generally, cooperative education and/or youth internship programmes were not mentioned in response to the question. The following response made by a principal is an example:

> *Yes, we have a partnership with AB Utilities and a more informal partnership with the XZ Inn.*

If cooperative education had been mentioned in response to this question, it might be seen as being of equal priority as other school programmes. Only after further questioning did this principal participant inform me that there was a cooperative education programme as well in the school.

A coordinator of cooperative education responded to the question in the following manner:

> *There certainly are. There is a range of programmes in this area. . . . We are especially pleased that we were the first school jurisdiction in this province that offered a federally funded programme that indeed required the forming of alliances within the community. These programmes were orientation workshops, WOW, START, which was under the Stay in School initiative of the federal government, and cooperative education. . . . Yes indeed, there are a number of programmes that are built on alliances and collaboration with the community*

> *at large, both business and community agencies and I could elaborate on some of those if you choose.*

Again, another principal answered the question with the following response:

> *Okay, probably the key is the work experience programme that ... coordinates. I guess to a lesser extent some of the CTS programmes that we offer to students tie into the community some of the skills that are developed in the school. That's all that comes to mind. Probably those two mainly. I know that the athletics programme to some extent does require some relationships or associations with the community but that is usually with the league.*

This principal remembered the work experience programme but made no mention of the cooperative education programme. This was surprising because the cooperative education programme in this school was described by many involved in school/business alliance programmes as being a model programme.

Another principal responded in the following way:

> *Yes, our IOP programme. That's a fundamental part of its mandate.*

Despite the fact that this principal did not mention the federally funded cooperative education programme which has been implemented in this particular school, mention was made of the need for relationships with the community at large. Although these programmes were noted by Human Resources Development Canada, who provided the funding, as being successful according to their (HRD) criteria, the three principals did not mention them in their initial responses to the question. I did not ask why the cooperative education programmes were not mentioned when I initially asked the question. But it might be that principals don't think about these programmes as placing emphasis on the formation of alliances but rather on their educational objectives. The coordinators reflected a very positive attitude about the cooperative education programmes, while the principals' responses reflected that the school-to-work transition programmes were seen as supplements to other courses.

Reasons for Implementing Cooperative Education

Reasons for implementing cooperative education in the schools varied from principal to principal and differed from principal to coordinator within the same school. The findings suggest that coordinators of school-to-work transition programmes had conducted research on the viability of such programmes prior to initiating their implementation. These programmes might also have been implemented because they were a reflection of the coordinators' interest and educational philosophy.

The findings also suggested that financing was a major factor influencing principals' decisions to implement such programmes. Other participants felt the implementation of this programme was a natural next step to work experience programmes which had traditionally been offered in the schools. It was seen as a better programme that was more accountable, relevant, meaningful, and focused. One school vice-principal/coordinator responded to my question ***"Why was cooperative education initially implemented in this school?"*** as follows:

> *I wasn't involved with that part of it, but we always had work experience for many years and this new programme seemed to be more fully developed from what I could tell. There was money available which made it a worthwhile programme and there was more accountability, I think within school, tied to the school, where there were some instruction types of assignments that showed the children what students would have to do which would maybe tie in with businesses. It's a more focused programme.*

It's just too bad the funding's going to end.

A coordinator who had played an advocacy role for youth internship programmes elaborated on why such programmes were implemented in this particular school jurisdiction:

> *All those programmes have been fairly recent outgrowths of my interests in cooperative education and finding ways of giving students the practical experience in the business and other community sectors. . . . That's based on my personal philosophy, I suppose in that I'm a firm believer in what John Dewey was talking about back in the 1920s. Offering the students a practical learning environment, I think, is very important. I know, that I, myself, have learned a lot through modeling, through practice and practical experience and I think my life is more an example of cooperative education type of learning rather than the other and not only have I followed the example of my own life in developing the cooperative education programmes, but I think also base that on some good experience that other people have had and some good research data that is becoming available. Even though the field is fairly new there is increasing data that show that that kind of work placement offers good career development opportunities for those people.*

This was one of two participants who mentioned that research formed a part of the decision making process in implementing cooperative education or youth internship programmes. Another coordinator summed up the reasons for implementing cooperative education in the following comments:

> *I think what we liked about it was that there's a mandatory teaching component to it and what I see across the province and in other places where they utilize work experience as a placement component I believe that those schools are missing the teaching moment. That might be the final result but you're missing all the relevance and meaningfulness of why that placement needs to occur and the one thing that cooperative education put in place was that the 25 hours of focus prior to the student going out which makes the connection between what you're doing in school and the students.*

A coordinator who is responsible for managing cooperative education in a large urban school district revealed a different perspective:

> *[Cooperative education was implemented in the school jurisdiction because] it was good for the students. It was good for industry to see what we were doing in our schools. But more important, it was good for our teachers to get out in industry to see what was happening. It allowed them to get that focus that they don't always get in the schools.*

A deputy superintendent summed up the reasons for implementing cooperative education in this way:

> *Well, we weren't pleased with our work experience programmes and we also felt that more extensive career training was the area of focus that we wanted to enhance. We have been and*

> *continue to be a continuous progress school district which means maximum learning opportunities for all children and we feel that our job also involves the career training of young people especially from the eighth grade forward. All young people should have the opportunity to make healthy career choices.*

A coordinator of a large urban school district emphasized the attraction and value of cooperative education:

> *There's not a principal in a school in this city who wouldn't want coop as part of his or her school because: It's vibrant! It's outgoing! It's good for everybody! It's good for the image of the school! It helps the student. It helps the teachers. It helps the business community. It's good!*

In general, school administrators, tended to see the availability of upwards of $200,000 as influencing the decision to implement cooperative education and youth internship programmes. Coordinators, on the other hand, saw the programme as enhancing the students' educational experiences and as a means of easing the school to work transition process. They indicated that the structure and assignments influenced the meaningfulness of the programme to the students.

Timetabling

Whether or not cooperative education and similar federally funded youth internship programmes were scheduled into the school timetable varied from school to school and between school jurisdictions. Some of the schools timetabled the required 25 hours of job readiness training; however, they did not schedule the required 175 hours of on-the-job skills development into the regular school day. Students completed the practical component when not in other classes, before school, after school, and on Saturdays. No schools scheduled the experiential component as part of the students' regular timetable. For example, no students completed the on-the-job training during an extended period of time; e.g., all day, every day for a five-week period; or one week in school, one week on the job.

Since the programme was not timetabled into the school day, this may suggest that it was not seen as having equal priority with other courses. It might also reflect the difficulty of timetabling out-of-school learning and other school/community alliance programmes.

Congruence of Visions

When asked about the vision of the programme and the vision of the school, no principal participant could cite either. For example, one principal made this comment:

> Principal: *You mean that one up there?* (The principal pointed to a vision statement framed on the wall.)
> Interviewer: *Yes.*
> Principal: *Do I have to articulate it, verbatim? No!*
> Interviewer: *Did you have a separate vision statement for the cooperative education programme?*
> Principal: *I'm sure it was in the proposal. There probably was a need for one, but I can't recall.*

The coordinator in the same school did not remember the vision statement of the school either, or if there was a vision statement unique to the cooperative education programme. This person, however, clearly articulated the purpose of the programme as he saw it.

> *Well, I don't know if it's a vision statement. I can't honestly say that there's a statement but I certainly see student accountability as the reason that I think this whole theory needs to be there.*

In this school, it was evident that there was little if any consideration given to the synchronizing of the vision for the programme with that for the school.

However, in another school when asked ***"Can you tell me what the vision statement of the school is?",*** a vice-principal and coordinator immediately made this response:

> *To have students do the best that they can, to grow up with values and morals, and go out in the world and make the world a better place to be--to share in the spirit.*

When asked about the purpose of the cooperative education program, this vice-principal said that *"it is a place for opportunities."*

Role of the Principal in the Implementation Process

The perceived role of the principal in the implementation process of cooperative education and youth internship programmes varied considerably among the participants. These perceptions differed often according to the position of the participant in the implementation process. These primary aspects of the principal's roles were identified: support person, risk taker, visible community member, one who is aware of and supports cooperative education, facilitator, leader, agents of renewal, one who is able to create and sustain linkages, a driving force, and a time manager.

One federal government programme manager suggested that the perceived role of the principal includes the following tasks:

- *support to the coordinator*
- *support to the teachers*
- *allowing creativity in coordinators*
- *not placing restrictions on innovative coordinators*
- *willing to take risks*
- *allowing ideas to flow*
- *being visible in the community*
- *being supportive of the programme.*

A superintendent participant observed that principals should play a key role but suggested that some of the principals were really slow to realize this. He suggested that some principals may in fact hinder the implementation process:

> *They're so territorial. They're so protective of the status quo that they get scared and they envision that somebody is going to invade their territory.*

This superintendent however did not feel that all principals hindered the implementation process:

> *Now that's generalizing because there are some principals who are really picking up on this.*

To sum up, this superintendent indicated that an important aspect of the role is to be aware of, and promote the importance of cooperative education:

> *In my perception, a short answer, the high school principal has not in general grasped the significance of community/business alliances because I know many of them really have to be pushed, but some of them are catching on.*

A deputy superintendent saw the role of principal as a facilitator and as one who has significance in the success or demise of the programme:

> *In the few schools in which the administration has embraced it, it's really taken off.*

This deputy superintendent further felt that the principal's continual success or existence was dependent upon the school/business alliance programmes initiated by the school. Being an active, visible member of the community was seen as important:

> *I think that any principal [who] doesn't have an alliance with his community is doomed. . . . The principal who is not supportive of the community, I think they end up having to leave the community or leave the position. The principal who doesn't involve the community, and this includes work study, is making a serious error.*

Several reasons were offered by the participants for principals not becoming involved in school/business alliances. A deputy superintendent suggested that

> *the old world principal (and I don't mean this in terms of age of the principal) believes that there's a wall between community and schools.*

This participant suggested that principals are most often not involved because administration seems to eat up their time while they need to assume a leadership role. Yet being an agent of renewal and assuming a leadership role were believed to be important. The deputy superintendent believed that

> *It required somebody to play a leadership role. There's a cultural relearning society has to undertake to realize that classical education is not what the new economy is demanding and so the leadership role in the school usually is the principal and some other key people and you have to have some or all of those people on board before something can really take off. Principals have the power to schedule programmes out of existence or to enhance them.*

One principal participant felt that the relationship between schools and their community was currently being affected and would be even more affected by the demographics of society. He pointed to the need for the principal to create and sustain linkages.

> *I see a future where the challenge of making sure the school and community are not isolated*

> *from each other is looking vastly more difficult. . . . I mean we're going to have all kinds of older people that are going to be in their space and the last thing in the world they're going to be thinking about most of the time is school. Because they're no longer child focused and schools are child focused. So I see some real trends in that direction and some difficulties.*

When asked: ***"Did the principal play a role in the implementation of school/business alliance programmes in your school?"***, a student participant saw the need for the principal to be the driving force. The student believed that was not the situation in her school:

> *. . . it was just, like, "We've got this programme, somebody please take care of it."*

Another student suggested that the principal did not become involved in the programme because the work was delegated to a coordinator of the programme. This student saw the principal as an administrator.

> *He could have been a little more active but then again his job was running the school and the coordinator's job was doing the work experience. . . . He couldn't have done more in his position because of what he's expected to do with administration. But it would be nice but I did not see him directly involved in anything.*

The programme coordinator in this same school emphasized the important part the leadership of the school played in the success of the programme.

> *The key to making this whole thing a focus would be getting the leadership and the time from administration and involving as many other staff as we can. So, it has been a focus.*

This programme coordinator further elaborated on the importance of the principal being an administrative support person and key to the implementation process.

> *Well, it's not going to go anywhere if the principal doesn't support it, it's not going to happen. Right from the point when there's some authentic learning going on in the classroom with career development, that we're creating opportunities in other classrooms within the school environment. Whether it be in career and life management or any of the other academic areas if you don't have that administrative support it isn't going to happen. . . . Even if it's supported within the jurisdiction and the businesses around if the administrator doesn't see the value in it and is putting his time into other places within the school, it's not going to happen.*

This coordinator felt that support from the principal had been in place since the programme was first initiated.

> *It's always been there. And even now continues to be in spite of the cutbacks, and those sorts of things everywhere else ... has still maintained his advocacy for this whole area. To this day we meet with other high schools and the Chamber of Commerce. The only principal that*

> *has ever shown up at any of those meetings of the education committee is ... and he hasn't missed a single one. I mean, even to that level it's not hard to see where the commitment is there.*

However, the principal in this school did not take credit for the success of the programme. Instead he said that it was only because of the excellent people he had working on the programme that it was such a success and received so well by the students and community.

Leadership Required to Implement School/Business Alliance Programmes

The findings relevant to the leadership required to implement school/business alliance programmes indicated that it was necessary for a principal to be innovative, and an opportunist. Other qualities identified by participants were the need for principals to be creative, competitive, and individualistic.

One student had a clear perception in her mind of the skills required of a principal who could successfully implement such programmes:

> *This person's got to be innovative, creative. A lot of it is creativity and being outgoing. You have to be able to see it . . . and seeing*

> *opportunities where there might not appear to be opportunities.*

A deputy superintendent participant suggested that there is a contradiction in what principals do and what is required. According to this participant what most principals actually demonstrated was as follows:

> *Autocratic. And I think that the days of the autocrat are numbered. Look at whom we've promoted to these positions. They're usually phys. ed. teachers, coaches. In the United States, they're football coaches. . . . If you look at central office structures, they're usually dominated by former high school principals, usually coaches. . . . and I've been involved in sports. . . . any group that is dominated by one type of personality, it's a win at all costs kind of way of thinking, and very competitive. I find that they don't seem to work together. They have trouble accepting women. That's a very big issue for them, accepting women into their role. . . . They would much rather, I think, live in a more predictable world where everything is based on privilege and rank and hierarchy.*

Yet, according to this deputy superintendent, what is required are principal leaders with qualities which are very different from those above.

> *I think the leaders of the future are going to be very different. I think the McDonald's society, the throw-away society, has arrived and I can see a lot of change in education. . . . I think that the scientific days are gone. I*

> *don't think that things can run like industry or like machines and I think that the leaders of the future are going to have to be people who don't subscribe to those kinds of mechanistic views. They are going to have to be forward thinking, people centred.*

One principal participant saw himself as being autocratic early in the morning; however displayed collegial leadership behaviours. He said

> *From 9 am to 10 am I'm pretty autocratic. I don't know what you call that leadership style where you take what works at the time; whether it be the need for certain people or certain situations or certain whatever. But by and large I think every leader needs to have a particular modus operandi. I guess more than anything else I would see myself as being a leader that is transformational. One who is attempting to get people to see themselves in the areas that they have to manage; to manage them fully and to become their own visionaries, their own leaders. And then in many ways all I need to do is help them see the way. I really believe that to really have it in education, to really do the job you have to have your own vision and you have to have your own sense of ownership.*

A superintendent participant suggested that leadership qualities required of a principal involved in school/business alliances were:

> *A leadership style that is collegial, team leadership type of operation. Somebody who has vision, someone who has initiative, who can see*

> *the big picture, someone who is outgoing, who has good communication skills. Someone who is not afraid to let go of authority or power or whatever; a leader who is not controlling.*

A principal participant saw his approach to leadership as changing as he gained experience as an educational administrator:

> *I believe that's changing. I guess when I first started in administration and I've been in it--out of 29 years almost 23 of them have been in school administration. So I think when I entered administration I probably was very autocratic, having all the answers and wanted to tell people what to do. You find very quickly that doesn't work and I guess the more seasoned or more experienced I became, I became the exact opposite. Now I try to work with staff in more of a collaborative decision making style as opposed to telling people what to do.*

This principal saw the need for the principal to consult with staff and to work with a more collaborative decision making process.

A federal programme manager saw a very different kind of leadership required of the high school principal who is responsible for implementing school/business alliance programmes:

> *I would see a new kind of leadership, and that would be one of liaising with business and establishing partnerships with the community. I*

> *think probably in the last five or six years that schools have realized and again with decreasing funding in the provinces that they cannot educate students all by themselves but they must involve the community and also there are many good businesses in the communities who are willing . . . and so I would see the kind of characteristics that a principal should have is a) a knowledge of the local community and b) a good relationship with the majority of the businesses in that community.*

Acting as a liaison, a community builder, and a person interested in and knowledgeable of the businesses and community were seen as important roles for principals.

A programme coordinator at the jurisdiction level, when comparing two principals, saw the high school principals as having one of two leadership approaches.

> Administrator: *The one principal, for example, is much more successful. He is much more flexible in his outlook, in his approach and in his ability to bend rules when they need to be bent in order to accommodate a programme for a student. This is traditionally a very difficult thing to do in schools. Schools are pretty structured. There's flexibility that needs to be built into the system for cooperative education and certainly there has to be a manager who is able to work in that environment and a management style that is conducive to encouraging that flexibility.*
> *Another one is, I think, he's more traditional in his approach. I think he is, he is an excellent person. I'm not making a qualitative judgment in terms of whether one person is*

better than the other or able to handle a school programme better than the other. I don't think that the type of programme that he handles as effectively would be a programme that is outside the school system or outside the classroom. The programme that he handles better is in the classroom because it is much more secure. It is like little boxes that are easy to identify and the boxes are going to be the same the next day so there is a lot less change. There's a lot more rigidity and so his style reflects that. His interaction with people, and with the student, with the schedules is more, certainly more clear cut and certainly won't vary as much.
Interviewer: *He's following the status quo, not upsetting the applecart?*
Administrator: *For sure, for sure. And because there aren't any applecarts to upset. When you go into an environment that involves the community much more then you continually get upset yourself or upset other applecarts because what you are trying to do is mesh community needs and community demands with school needs and school demands. As soon as you have a school that has to function in certain regimented ways in order to best accommodate leanings for students, according to benchmarks set by the curriculum of Alberta Education, then it demands something very different from the community and the individual businesses in that community. When you bring those two together, a person who is a manager of that team who is able to communicate with the people in such a way that it draws respect from those people instead of just acting as a boss who says do this, do this, do this and according to the timetable you've got to do that and bang, bang, bang. When you begin to rely on others more so and you allow others to dictate to some extent what the rules and regulations are going to be or at least have them as players in defining what the*

> *rules and regulations are, you become less authoritative. You become more of a listener. You become more of a person who trusts the competencies of other people and at least you learn to come half way and say let's do this together. We've got a problem, let's solve it instead of saying there is a problem, I'm going to solve it for you.*

This jurisdiction coordinator also saw the role of the principal changing as the schools work more closely with businesses and other organizations within the community:

> *But I see the principal's role changing from just being concerned about a curriculum, or just being concerned about the management of the physical plant on the site to becoming much more of an integral part of the community, becoming much more of a leader in the community rather than just a leader in the school.*

This person identified communication and interpersonal skills which the principals would need but also stressed their ability to negotiate.

> *They need to be able to accommodate, and accommodation is a key word. A principal, who does not want to accommodate these changes, doesn't show and demonstrate flexibility to accommodate the changes, isn't going to be there very long because the community won't stand for it. . . . A person who is involved in cooperative education, and programmes like that and akin to that, not only needs the traditional skills that the principal has but he needs a*

> *number of other skills and needs to be able to go outside the box that has been created for him [sic] through the management style that he's learned and through educational administration and through the experiences in the school. He has to go outside of that traditional box that's been created for him and it's almost like a horse with blinkers on, he has to take the blinkers off or turn sideways and look in opposite directions and then head in those directions. There has to be a willingness to do that.*
>
> *Secondly, he has to learn how to do that and then he has to learn the skills that are going to put him in good stead in order to use the viewing of that image in an appropriate way for these kids in the school. Yes, indeed there are going to be very different skills that are required. Certainly, an attitude shift is first in order to accommodate those skills but then skills with flexibility, skills of communications, skills of listening, skills of being able to entice people into doing things, to lead from behind, instead of to push people into things. So you become less authoritarian and the skills that go along with being authoritarian are going to be downplayed and the schools that go along with the active promoter or the guide on the side, as I call it, and become more accommodating so when you nurture, foster, that kind of thing rather than direct, and tell, and instruct people to do things. . . . But certainly collaboration is going to be a key skill that is required.*

One jurisdiction coordinator saw the principal's leadership approaches as influencing the coordinator's own leadership style.

> *I think I probably follow the same leadership role as the principal has. Because I guess he would have to have been my mentor. Of all the people that I've ever respected as a leader, he is probably at the top of the heap. I've probably set my standards similar to where his were.*

Yet, the principal involved clearly revealed that the principal gave the "glory" for the success of the programme in this school jurisdiction to the coordinator rather than take the credit himself. However, this feeling existed among all the interviewed participants, that is, the success of the cooperative education and youth internship programmes was due to the leadership and hard work by the programme coordinators. These individuals acted as "champions" or advocates for implementing programmes that were offered in other than the traditional classroom. One principal summed it up very precisely with the following statement:

> *In order for change to take place, I believe there has to be a missionary or a champion.*

Another principal said:

> *Well, I think we have a really outstanding programme. It's really due to the [coordinator], I am very proud of the good people that coordinate it.*

Change Strategies Utilized

The question "***Are any particular strategies used or is there a process that is followed when implementing programmes in the school which involve change?***" elicited some very interesting responses. Discussing the need for change with fellow administrators and teachers and providing enabling environments were seen as important. No principals were perceived as having structured strategies that were followed when implementing change. Also, principals did not see themselves using a structured process. Although one principal, who did not see himself as using any particular strategies to implement change, clearly utilized his leadership skills to implement change in the school.

> *Any time I am of the opinion that there is a need for change or we need to look at doing things differently. What I tend to do is share that with the staff to see if they support the concept. I do that in a variety of ways. First, starting administratively just talking about the concept of what changes I would like to give consideration to. If they're supportive of that change, I take it to the next level and share it with the coordinators. I say here's an idea and I think it's something we should consider for the future. I then take it to the*

> *next step and have the coordinators discuss it among their staff and eventually generate some fairly structured discussions just to see to what extent there is support. At some point in time you have to actually measure the amount of support and if it's the majority; that's what I'll use as my guide to say "yes" this is something that will happen or can happen within the school. If there seems to be a fair amount of resistance, I think I have to accept that. It doesn't matter how valuable a concept or a change is if the staff are not supportive of it I know it's not going to work.*

A superintendent of schools indicated that central office administrators were encouraging principals to accept change and become risktakers, although they did not provide any specific in-servicing on how to bring about change.

> *We've been trying to, in a more planned manner. We've been trying to introduce principals to the ideas of change and that it isn't threatening and they're not going to get hung if they make a mistake. We try and get them to take some risks with their staff people. . . . There was a culture that we had built up in this county before the amalgamation which was beginning to embrace change and beginning to be "It's okay to be a risk taker, to take risks. It's okay to disagree, and it's okay to question things." We noticed a big difference when we got put with the other county. That was not the prevailing culture and there are people still phoning. Like, I used to have people phoning, principals phoning, to ask me the most ridiculous question, like permission things . . . You know does it*

> *make sense? Is it immoral? Is it illegal? Is it unethical? Otherwise, do it. But I had to maintain my cool and they don't phone me and ask those questions any more. . . . I guess we've tried to work on the idea of change being a way that we have to operate now.*

Resistance to Change

Resistance to change by teachers and principals was perceived to be a problem by many of the participants. Reasons for resisting change included personal philosophies differing from those responsible for implementing the programme, beliefs regarding experiential learning, lack of knowledge and experience in school-to-work transition programmes, and lack of confidence. Teachers and administrators' attitudes about taking students out of the school influenced their acceptance of on-the-job learning. Whether teachers and/or administrators had opportunities to work in environments other than the school plant also influenced their acceptance of the programmes.

Resistance to change which involved taking the student out the traditional classroom and offering learning opportunities in other than the physical plant of the school was cited as a problem by most of participants who were interviewed.

> *I think that's still there. . . . It needs to involve more and more people if it's going to be effective. It has to be a teamwork approach. . . . It's taken 10 years to get this thing to evolve . . . Oh I shouldn't say that . . . 6 years to get to the number of teachers that are involved and see the value and purpose of what we're doing and how they fit into that process.*

Another coordinator of a large jurisdiction had the opposite perception.

> *Oh, the teachers really like it. You know it's a certain type of teacher too that wants to be in co-op. You will find that. I call them outgoing people that want to tackle the world. They seem to have that real positive relationship with industry and what's needed.*

This coordinator spoke further on the concept of change and the acceptance by teaching staff. He suggested that while the programme was embraced by the teachers involved in the programmes, that was not necessarily the case with teachers in other programmes. He had this to say:

> *The hardest change is with the other staff members that aren't involved in the programme. Because all of a sudden they see teacher X spending so many hours away from the school and yet what's happening because the Ministry regulations state they have to spend, they have to complete so many personal visits with the*

> *student and the employer during the time the student is on the work site and for other staff members to see this happening--what's going on? Or they also think that the agenda for the curriculum is not being met because the student is not in the school but the reality of it all it is, just away from the school classroom. Some teachers don't see that.*

A superintendent of schools saw resistance from both principals and teachers.

> *Some are still resisting and it's amazing that they can't, they're figuring it out but it's amazing to me the lack of perception of some of the principals when it comes down to first of all real life. Sometimes I think that they have been in school too long and they've never lived any other kind of life and they're married to teachers and they've been in school all their lives and they don't know anything else and I think that can be a real drawback and I think the other thing is I'm amazed that they--It can't be that they're stupid people but sometimes you wonder. There's more to life and I think that's part of the problem and maybe that's part of the reason why they resisted this kind of programme because they don't see value in it and most teachers were good in school. You had to be good in school to become a teacher or you wouldn't put yourself into that position and that sort of style of learning. They don't realize that there are so many other ways of learning. . . . And even more there's a resistance by teachers. There are some teachers that really are very protective of their programmes and they call them necessary programmes and some of them are. . . . Yet those very people are even more diligent than their principals in protecting their programme.*

A deputy superintendent saw this resistance as well.

> *I think that teachers and their administrators might have had some difficulty embracing it as being just as important, and still do, some of them still, as important as, say, calculus.*

This deputy superintendent perceived some principals as having specific strategies in place to implement change, but saw resistance as inherent in the type of people promoted to the position of principal.

> *I think the implementers of change have strategies but a lot of it is play. If you want to implement change, it means that you have to be ready to think on your feet. . . . the education industry doesn't attract risk takers, change makers. I think it attracts people who resist change, those who would like things to stay the same and are not risk takers.*
>
> *So many of our teachers and administrators have never left school. That's no change for them. They went to school when they were six, and they're 55 and they're still in school and so I think another proof that schools resist change is how they keep adding responsibilities but without shedding any. . . . I think we do have change- implementing administrators in our school district. They are a club of their own and in many cases they're alienated. We also have a third group. We have a third group who thinks they're implementing change and I think that's good for them because they do implement some change, so good. It's a step in between, but they're usually the ones who spend a lot of time consulting, a lot of time checking and sometimes there's a fear. . . . I think to be a*

> *change agent you have to think on your feet. It means you have to be creative and I believe it means you have to be bright. . . . We draw most of our teachers from average to slightly average intelligence, people who want a fairly safe, equilibrium in their life and are not risk takers so it's interesting to see how change agents are treated. It's interesting to watch it. It's also interesting to be one and to watch how you are treated and to see who gravitates toward you.*

A principal participant did not have a particular plan for implementing change, rather, my understanding would be that he knew his staff and used open decision-making processes to bring about changes which reflected the particular situation.

> *I haven't sat down and developed a plan. I haven't, I've probably lived a plan that draws upon my own experience, and I suppose that comes back to the situational thing we were talking about earlier. I know mostly intuitively what's going to work at some particular point and what's going to work with so and so and what's not so in terms of a plan. . . . if it's mandated from the superintendent or the department of education, we don't have a choice so you need to know that and let that be known and I guess my plan more than anything else is to openly discuss with people what is, what could be, what they would like to be, and then going ahead and putting into place whatever it is that we need to do to make it happen.*

On the other hand, businesses, parents, students, and the communities were not seen as resisting school/business alliances programmes. Rather they were perceived to embrace them and encourage their continuance and growth. Comments like the following clearly reflect this positive acceptance.

> Principal: *I know it's received well by our employers . . . Our parents like it because they know that their sons or daughters have a chance to see what the real world's all about; sometimes they think that's the ticket to the career they want to select.*
>
> Deputy Superintendent: *We don't have any trouble with the business people. I hear a lot of complaints and concerns that businesses won't get involved and that sort of thing. We don't have that problem. . . . In particular the business community [is] invariably so positive, so open, and beneficial.*
>
> Principal: *We get letters every year from our community partners who invariably say in some form or another that they're willing to take a student next year because the young person that they had this year opened their eyes as to how special young people can be today.*
>
> Student: *Absolutely. No, ifs, ands, or buts. There's probably no way I would have had this job without.. . . It just gave me the ability to go in there and have the confidence that I've done something.*
>
> Student: *It's definitely an experience that everyone should experience.*

Strategies Utilized to Sustain School/Business Alliances

One of the criteria set down by the federal government is a commitment by the school or school jurisdiction to continue the programme beyond the three- or four-year federal-funding coverage. Documents that are submitted to the federal government by the applying party must clearly reflect this intent to continue the programme and that the school or school board will pick up all costs associated with the running of the programme after federal funding has ceased. Notwithstanding, no participants felt that particular strategies were put in place to sustain the cooperative education or youth internship programmes after the initial implementation of the programme. One reason presented by a school jurisdiction coordinator, was that at times the impetus for implementing the programme was not based on the fact that there was federal money available. Rather the programme was initiated, planned, and developed and then the jurisdiction applied for a federal grant.

> *We spent a year studying cooperative education and diversified cooperative training in the United States. I was assigned to write a grant*

> *proposal prior to submission and acceptance of the grant proposal. The school board hired me to head up the project because they wanted to start a programme regardless of federal funding.*

Another reason was that in some schools, regardless of the cuts being made in education nationwide and the exhaustion of federal funding, the administration felt that they would still offer a programme that closely resembled the one with federal support.

Summary

The 14 participants' responses to the interview questions provided many insights into the issues around implementing school/business alliances. While the participants' views varied on the specific strategies required to implement these programmes varied, all agreed that the leadership necessary to form alliances with the business community would require skills different from those for implementing programmes "in school."

The need for programmes such as cooperative education and/or youth internship was recognized by all participants. However, the status of the programmes may be deficient in some of the schools. Some principals thought of other programmes not cooperative education when questioned about alliances in the community.

Reasons for implementing cooperative education varied from the financial benefits to the school, to the career benefits to the students. Coordinators saw the career and long-term benefits as reasons for offering the programme, whereas principals took into consideration the financial aspects.

In general cooperative education programmes were not scheduled like other programmes. Timetabling cooperative education into a student's school day presented difficulties; as a result, many students were required to complete the experiential component after school hours or on weekends. Because this created extra work for school administrators and coordinators, the programmes may have been seen as yet another responsibility to be added to an already overburdened principal.

Strategies used to ensure that the adoption of the cooperative education programmes was consistent with the vision of the school were lacking. Little if any attention was attributed to the vision of the school or the vision of the programme after the initial proposal stage.

The role of the principal in the implementation process was seen as influencing or hindering the success of the programme. In particular, the coordinators saw the principal as playing a support role. They suggested that positive, negative, or indifferent behaviours from the principal influenced the measure of support given by the rest of the staff and the community. Most participants saw a need for principals to expand their knowledge of implementing school/business alliances.

The findings relevant to the leadership required to implement alliances with the business community indicated that it was necessary for the principal to be innovative, creative, an opportunist, a risk taker, a visionary, a good communicator, and a central member of the community. Some participants saw some principals as lacking required skills in this respect.

There was no evidence to suggest that change strategies were practised by any of principals involved in implementing federally funded school/business alliances.

Generally, a coordinator was hired who assumed the role of "champion" for each programme. These responsibilities were delegated to this individual.

Participants identified resistance to change, specifically change involving participation of the community in the schooling of youth, as present in other stakeholders, especially principals and teachers. This resistance was seen to stem from differing philosophies, lack of knowledge and experience in implementing similar programmes, and lack of experience in working in other than a school environment.

Strategies to sustain school/business alliance programmes received little consideration from the principals. They did however express a desire to continue similar programmes after federal funding was exhausted.

CHAPTER 5

Findings in Relation to the Research Literature

Following the description of the data in the categories, the transcripts were reread in order to identify themes which emerged. These holistic patterns underlay the information from the various participants and together identified the essence of the relationship between principals and school/business alliances. The themes which are described in this chapter are: sharing power, implementing change in schools, and changing conditions for educators.

Themes

The findings are compared with results of previous research in the areas of change, leadership, and implementation of school/business alliances. The comparisons are organized according to the various themes and subthemes that emerged from this study: (1) sharing power (empowerment, trust, federal-provincial relations); (2) implementing change in schools (change strategies, preparation, the key role of principals, resistance to change); and (3) changing conditions for educators (involvement of the community, leadership skills required).

Sharing Power

Empowerment. The school's climate is essentially attributable to its leadership. In a U.S. study, Hayward, Adelman, and Apling (1988) examined seven exemplary secondary vocational education programmes, and the common denominator in each of the programmes were the administrative style and strong leadership skills of the principal. Hayward et al. stressed that "the job of management is not to coerce but to generate support, cooperation, and leadership for a process that brings together the energy of everyone for a common vision" (p. 26).

Participation in decision-making processes was viewed by the participants as being instrumental to the success of effecting change within the school. The findings suggest that most principals believed that it was important to involve those affected in the decisions required to bring about change.

> *I do think we have a lot of very talented people whom I do trust with responsibility.*

The same principal believed that ownership of the programmes by those involved was mandatory.

> *I really believe that to really have it in education, to really do the job you have to have your own visions and to have your own sense of ownership. If only I own the programme that ... is running, if it wasn't her programme . . . it wouldn't be half of what it is.*

One central office programme coordinator believed that

> *I see the principal's role changing from just being concerned about the management of the physical plant on the site to becoming much more of an integral part of the community, becoming much more of a leader in the community rather than just a leader in the school and being much more of a facilitator than a manager, being much more of a guide on the side instead of a sage on the stage. Becoming much more of a listener than a teller so that the principal becomes part and parcel of a community learning thrust.*

However, participants other than the principals generally did not feel that principals "walked the talk." Several principals were seen to be autocratic, maintaining the status quo, or fearful of uncertainty in programme structure or process. Two of the three principals interviewed stated that they had autocratic elements to their leadership styles or began their administrative careers being autocratic. This is reflected in the following statements:

> Superintendent: *They're so protective of the status quo and they get scared.*
>
> Assistant Superintendent: . . . *I think that leaders need to realize that they're not in the front of the pack, they're actually supporting the pack. The principal's leadership style is autocratic and the days of the autocrat are numbered.*
>
> Vice-principal: *He does ask for help from teachers at times but he's more directing, running the operation.*
>
> Principal: . . . *that's changing. I guess when I entered administration, I probably perceived myself as being very autocratic, having all the answers and wanting to tell people what to do. You find very quickly that doesn't work and I guess the more seasoned or more experienced I became, I became the exact opposite and now try to work with staff in more of a collaborative decision-making style.*

Findings of research conducted by Fullan and Leithwood (1980), and Sergiovanni (1991), paralleled this latter principal's awakening to the fact that outstanding performance is rarely given by subordinates responding to authority. Barth (1990) stressed that principals engage teachers in important decisions affecting their classrooms and school. However, Barth contended that many principals attempt to exercise an

> authoritarian, hierarchical kind of leadership: they arrange schedules that mandate who is supposed to be where and doing what; they maintain tight control over money, supplies and behaviour, and they dictate curriculum, goals, and means. (p. 244)

Responses from participants reinforce the literature is this respect. A deputy superintendent made the following comments relative to the principal and the use of power.

> *Principals have the power to schedule programmes out of existence or to enhance. They hold any rewards that are in place for teachers. . . .*

Elaborating on the effect of involving participants in change processes, Miles (1987) stressed that power-sharing among all those involved with an implementation process is critical to teachers' willingness and initiative to carry an innovation toward complete implementation.

Responses from several of the participants in this study indicate that some principals were perceived to be autocratic, telling rather than listening. However, reasons for this leadership style vary. In this way, my findings are consistent with extant information. My data support the notion that it is the principal who has the power to aid or hinder the successful implementation of programmes involving alliances with the community. Also, critical to the change process is the involvement of those affected by the change.

Trust. One principal saw lack of trust from central office being a primary hindrance in their ability to make decisions that were in the best interests of the students, staff, and community.

> *I think, in order to have a collaborative decision-making model, there has to be a level of trust between the leader and those people who are doing the work. I don't believe that trust exists now between central office and, I guess, the administrators at the school. . . . trustees and administrators don't have a lot of faith and trust in principals. . . .*

However, this principal believed that trust did exist at the school level.

These principals talked about ownership and trust but not about any cohesive vision for the programme or school. This statement is somewhat contrary to findings of Barth

(1990) and Leithwood, Jantzi, and Fernandez (1994) who determined that it is important for the leader to involve the staff in vision-building activities and consensus building so that all the members of the educational community were working toward the same goals.

Federal-Provincial Relations. Perceptions of lack of cooperation and support at the provincial or federal levels--were brought up spontaneously by several of the participants.

First, a basis for the concern of government leadership. Cooperative Education and Youth Internship Programmes are funded by the federal government through the Ministry of Human Resources Development. The programmes, however, must meet provincial educational guidelines and therefore, must receive approval from the provincial Department of Education in the province in which the school is located. Since education is a provincial matter, the fact that the criteria for these two programmes are set down and administered by the federal government may create tensions or turf-war issues in some provinces. This was not the case in two of the three provinces where participants were interviewed, but, it was in Alberta. One participant had this to say:

> *We could do things faster and more efficiently, if we had less involvement from Alberta Education and more cooperation.*

Another interviewed participant said that:

> *I think the decisions are made too far away from either the school or the workforce or whatever. The people that are making the decisions are just too far removed to have any input. . . . But there still seems to be tremendous distance between what's happening at where the service is being provided and where the decisions are being made to provide the service.*
>
> *We're in a situation where we have a community that's ready and willing to provide the employment commitment that the federal government is looking for. We have a school that's in a prime position and ready to work with those business organizations to provide that school-to-work transition and yet the funding can't cross over.*
>
> *I think anybody that could sit and look at school-to-work transition and look at innovative programmes where people are trying to pull those two things together in their own communities; why there isn't some sort of autonomy there to allow someone to say this has a good chance of working, what kind of support can we provide them and where can we take that model somewhere else to encourage that same transition to occur? There's something wrong with the system that when the ideas and some of the things are there*

> *and can be agreed upon by the people at that level that this should work, will probably work and has a kind of visionary idea; it's a shame to see those things not work because of criteria or territory. So that's frustrating. That's been extremely frustrating.*

An Alberta superintendent had this to say about the issue:

> *I feel sorry for the people in the Department of Education. I think they're really used as puppets. I think that there are a lot of good people in Alberta Education who have simply been--because they have to keep their job they have been manipulated and used by the politicians. No, not by the politicians, by the bureaucrats for their own personal good and by some politicians because I think that there are some politicians that have . . . and I'm not against what the government is doing. . . . But what distresses me is I think that people who for personal ambition or political ambition or for reasons of personal power, the bureaucrats, using a whole lot of people who are basically helpless because they have to keep their jobs and they can't tell people to get lost. They can't afford to. And I've talked to a lot of talented people who are caught in the middle and I feel bad for them. . . . But the role of the Department of Education could be one of leadership and it isn't.*

When asked **"What is the most difficult part of your job?"** one principal gave the following response:

> *I would say, the most difficult thing for me is the political aspect of it. Trying, I guess to satisfy and support decisions that are made for*

> *political reasons as opposed to those that are made for good sound education. That's the one that I always struggle with and I have a lot of difficulty with.*

This principal also said:

> *That's one of the dilemmas though because education is a provincial mandate and I guess employment is a federal mandate. There seems to be conflict with each other and it's unfortunate that this is so because I sense that the federal government does want to pour some resources into addressing some of the needs of unemployment and yet the provincial government doesn't want them infringing upon their turf. I don't know how you can overcome that, however, maybe a way of doing that is a study of this nature that will help to bring the two levels of government together to work more cooperatively. . . . There's a lot of waste.*

When participants were asked who they consulted when problems or concerns arose, no participants mentioned the provincial departments of education. Instead, they mentioned that they consulted people in their networks who were known as experts in the field, and/or the federal programme managers.

When participants were questioned about the source of curricular materials for implementing the in-school portion of the programmes, they responded by saying that they either developed their own materials or borrowed from those who had implemented the programme in prior years. No curricular materials were acquired from the Department of Education in Alberta.

In summary, the participants perceived that there were problems between the levels of governments who were jointly responsible for the implementation of school/ business alliances. I found no studies in the literature regarding the role of government in the implementation of school/business alliance programmes. This is an important discovery as it warrants attention in subsequent studies.

Implementing Change in Schools

Change Strategies. The literature identified numerous strategies that should be used to aid implementation of changes affecting students, staff, or the school environment (e.g., Fullan, 1985; Leithwood, Jantzi, & Fernandez, 1994; Lane & Epps, 1992). No principals in this study consciously made use of a change strategy that would aid them in implementing school/business alliance programmes. Perhaps this incongruity between my findings and what the literature advocates is a result of inadequacies in the theoretical model. One possible problem is that the theoretical models pay inadequate attention to contingent factors.

According to Lewin's (1947) model, when two opposing forces--one pushing toward preserving the status quo and the other pushing for change occur simultaneously--current behaviour is maintained. Lewin proposed that if change is to occur, old behaviours need to be unfrozen or discarded, new behaviours substituted or moved into place, and the new attitudes and behaviours refrozen to become the status quo. This model suggests that the new attitudes and behaviours become institutionalized when they are rewarded by the organization. Beyond the rewards, this model does not take into consideration the impact of internal and external forces, the environment, the politics, the personalities of the people involved, or the situation at the time--all of which influences the choice to adopt change, ignore it, or resist it.

Leavitt and Bahrami (1988) provided an interrelated conceptual framework for change. Changes may be recommended by changing one of the four variables--

structure, task, information and control, or people in the framework. While Leavitt and Bahrami's model is clearly interrelational and pays attention to the impact of the environment, again no mention is made of the situation, resources, or the politics influencing choices relative to the adoption of the change innovation.

The models presented in the research of the literature, I feel have much merit but, lack attention to critical variables influencing decisions surrounding change which involves forming alliances between schools and businesses.

The findings suggest that the need for change arises when the status quo is no longer meeting the needs of the participants or the goals of the programme or institution. Change may also be required because of technological, financial, community, policy, and regulations requirements, and so forth. So, if we agree that the need for change is multidimensional and multitudinous, what strategies will positively influence the implementation process?

The change process is influenced by several other variables, for example: Who is instigating the change? Is it internally or externally initiated? What resources (financial, physical, people) are available? Are in-servicing and training provided? What other responsibilities are salient at the time of initiation? What are the reasons for implementation?

Change requires an awareness period, a buy-in or decision-to-adopt period, an implementation stage, a trial period, a review and evaluation of the process, necessary changes to the initial change issue, and adoption of the innovation. This premise pays attention to Lewin's (1947) model of unfreezing, moving, and refreezing. It is also consistent with Leavitt and Bahrami's (1988) model which recommends changing structure, task, information and control, or people in the framework.

Changing the structure may mean changing the locus of authority; therefore, the leadership of the change process may or may not centre on the principal. The role may be assumed by another expert (internal or external to the school), may be shared by all the participants, or may be assumed by the principal. It is necessary to decide at the onset what means of leadership will benefit the group and the change best. The purpose of cooperative education and/or youth internship programmes is to provide students with opportunities to gain skills in a chosen career area and to ease the school-to-work transition. The task is to offer an alternative opportunity for students where they can demonstrate academic, personal management, and teamwork skills. Providing this learning in a non-traditional classroom--the community--requires attending to whether or not the experiential learning experience supports the task. If the situation stems from information and control problems, attention would then be paid to the decision-making processes and the technology involved in processing information. If the need for change arose because of a people problem, then it would be necessary to examine and work on the school's culture, the interpersonal relationships, people's attitudes, and people's ability to work as a team. If the need for change stemmed from a relationship or lack of relationship with the environment, the school's community, it would require attention to this area of concern.

In the implementation of change that requires the forming of alliances between the school and its business community, particular attention must be paid to the environment. Redefining the school's tasks and responsibilities would be necessary as well as initiating marketing and public relations strategies.

The findings suggest that change decisions are influenced by many factors, including the following:

- Awareness--A realization that the status quo is not achieving the required results.
- Situation--Resources, internal or external pressure to change, availability of in-servicing, people affected, economics, feasibility, results required, rewards, timing, and leadership.
- Environmental--nature of the customers, competitors, and governments.
- Politics--those proposing changes need to address the political concerns, impacts on the community, its members, and the school at large.

The factors influencing change are continually and constantly changing, interacting, and influencing other variables. At the core of all change implementation processes is the need to make decisions or choices. These decisions are influenced by the various factors present during the implementation process. This influence would suggest that attention be paid to these aspects: What is the task that needs to be accomplished? What is the situation at the time of implementation? What are the environmental factors that must be addressed? What is the political climate? The responses to these questions influence the decision to change or to maintain the status quo and the rate of change. All change is interrelational, that is, a change in any one variable affects each of the other variables in the model. A change in one factor is dependent upon how the other factors will be affected. Inherent to this concept is the decision to change or maintain the status quo. Change is ongoing, and will be adopted or resisted depending on its introduction and impact with the variables. This interaction and subsequent adoption or resistance determines the choices made by the participants. Also important is a period of reflection, a time to reevaluate the change and its ability to meet the needs of the participants and the goals and vision of the programme and institution.

The interviews with the principals in this study clearly revealed that perceptions about principals' attitudes relative to the change being initiated are influential at the school level and in the community. The principals in this study also revealed that they had no change strategies at their fingertips which they could review to ensure the successful implementation of school/business alliance programmes. Rather, the principals based their choice of strategies and leadership styles on the situation, the resources available, the politics involved, and who was initiating the change.

Preparation. Fullan (1982) has concluded that the preparation of the leader can aid or hinder the change process. Lack of preparation, according to Fullan, results in the principal being ill-prepared for implementing change. He believed that this is generally the case, as principals receive little if any training on managing the change process and have had little time to reflect on this aspect of the role.

Results of findings of other studies (e.g., Fullan, 1981, 1993; Sarason, 1971) stress the importance of the administrators and teachers being prepared to implement change and to be equipped with strategies that involve a larger learning community.

Lack of preparation for their role as a leader in an education system projecting beyond the walls of the school to the larger community was a recurring theme throughout the interviews.

One assistant principal stated that neither he nor the principal in the school had any training specific to school/business alliances or in education administration.

> *No, I haven't. I've just kind of worked through experience and just being on the job. The principal also has a bachelor's degree . . . and neither of us have any special administrative or alliance building training.*

Another principal assessed the value of having a master's degree in educational administration.

> *I'm not sure how valuable that training is. I guess it's valuable because you're certainly exposed to a lot of theories but I really believe that the best teacher is on-the-job training. . . . You start to question, can we*

> *really apply the theories or do we have to get out and do it?*

My data indicate that training and preparation varied from province to province. In Ontario a central office coordinator explained that individuals involved in cooperative education were required by the Ministry of Education to complete courses delivered by the University of Toronto in collaboration with the Ministry of Education.

> *Phase I--the introductory course explains the nuts and bolts, then there's the intermediate course and lastly the specialist course . . . which is set up for people who at some time in their career would be interested in taking system-wide responsibilities for coop ed.*

But in Alberta The Council on School Administration (1995) presented the following recommendation unique to principal preparation. "It would be **beneficial** to have appropriate professional development available--if not mandatory--for administrators to ensure successful experiences under the new guidelines" (p. 3).

Educational leaders are insufficiently prepared to develop programmes involving alliances with the community. The findings suggest that there is a lack of professional development at the provincial or jurisdiction level in two of the three provinces. This was not the case in Ontario.

The Key Role of Principals. Leithwood and Montgomery (1986) have identified the principal as key to successful and effective implementation of change in schools. Also from results of earlier studies, Fullan (1982) identified principals as important because their actions carry a clear message about their own attitudes to the change and about the extent of support the teachers can expect. Likewise, Sergiovanni (1987) saw the principal as having "the greatest potential for maintaining and improving quality schools" (p. 51). Concurring, Hall, Hord, and Griffin (1980) determined that "a most important factor to explain the quality and quantity of the change in schools is the concern of the principal and what principals did and did not do" (p. 26). Reinforcing this conclusion, Lieberman and Miller (1984) contended that the principal was the critical person in making change happen. While reviewing twelve studies on the characteristics and processes of change, Fullan (1990) concluded that in all twelve studies the underlying theme was the need to "stress the role of the principal in effecting and shaping the education and professional culture of the school" (p. 237).

Haughey and Rowley (1991), who conducted research on principals as change agents, concluded that the literature "emphasizes not only the importance of the principal in the change effort but also the necessity of the principal being actively involved throughout the process" (p. 1). Similarly, Fullan (1985) stated that "superintendents must invest in the instructional/change management leadership role of the school principal" (p. 408).

In even earlier studies, Leithwood and Montgomery (1982) classified principals' work methods and leadership styles as either "typical" or "effective." "Typical principals," according to Leithwood and Montgomery, are described as reasonably good managers who are able to keep schools running smoothly and without incident. "Effective principals" are strong managers who are determined advocates of innovation, often working diligently and assertively to ensure that change processes are under way and successful in the schools in which they administer.

The literature confirms that the role of the principal is critical to the success of the implementation of any new curricular initiatives within the school and the community.

Several earlier studies (e.g., Quinn, 1980; Nielsen, 1981) noted the importance of the leader in the change process. My findings are consistent with this. For example, one principal participant saw his role in the implementation of school/business alliances as caretaker.

> *My main role is . . . to ensure the bases are covered and the proper things are being done at the school-based level.*

In another instance, a school-based programme coordinator saw the support and leadership of the principal as being primary to the success in implementing school/business alliances.

> *The key to making this whole thing of focus would be getting the leadership and the time from administration and involving as many other staff as we can. It's not going to go anywhere; if the principal doesn't support it, it's not going to happen. . . . Even if it's supported within the jurisdiction and the businesses around, if the administrator doesn't see the value in it and is putting his time into other*

> *places within the school, it's not going to happen.*

Resistance to Change. Barth (1990) wrote that principals who attempt to engage in empowering activities often encounter resistance from central office, other principals, and from many teachers themselves.

One of the assistant superintendents in this study talked of the alienation and fears experienced by principals who were known as "change agents."

> *I think we do have a couple of change-implementing administrators in our school district. They are a club of their own and in many cases they're alienated. . . . They're not the people who want a fairly safe, equilibrium in their life and are not risk takers so it's interesting to see how change agents are treated. It's interesting to watch it. It's also interesting to be one and to watch how you are treated and to see who gravitates toward you.*

One vice-principal, who was also currently assuming the role as coordinator of school/business alliance programmes in his school, had this to say:

> *No, I was not involved in the decision. I was aware that the programme was coming in, but I was not involved in it. The principal was. . . . It was a joint decision between the superintendent and the principal.*

Fullan (1982) surmised that the leader who presupposed what a change should be and acts in ways which preclude others' realities is bound to fail.

A deputy superintendent saw resistance as a factor which impacted the success or demise of the programme in schools in a larger school jurisdiction.

Jones and Maloy (1988) surmised that

> On the whole, schools replicate the social hierarchy that students bring with them; and they limp along with ineffectual leaders, muddled curricular goals, low expectations, and fuzzy standards. In most schools teachers have grown accustomed to existing conditions, seldom share their clinical expertise about curriculum, and lack organizational skills to adopt and adapt innovations over a sustained period of time. (p. 20)

This statement suggests that teachers as well as principals play instructional leadership roles. A superintendent who was interviewed noted that teachers in the jurisdiction were hesitant to share because of fear of losing their programmes.

> *There's a resistance by teachers. There are some teachers that are really very protective of their programmes and they call them necessary programmes and some of them are. . . . Yet those very people are even more diligent than their principals in protecting their programme. On the 29th of June we were getting calls about "Better come and see this programme." It was a*

> *lobbying effort to make sure that we didn't cut their programme.*

Reasons for resistance varied from school to school and from province to province. However, the role of the principal in embracing or hindering the process was seen as instrumental. The leader's attitude was seen to significantly affect the buy-in or resistance by the teaching staff. This set of findings, then, is consistent with extant information about the change process.

Changing Conditions for Educators

Involving the Community. My data indicate that another area which influences the leadership of the school and the implementation of programmes outside the school is the involvement of the community in the process. When my participants discussed the trends and issues motivating changes in education, the involvement of the community was seen as being very important. This is consistent with results of previous studies.

Naisbitt (1982) and Drucker (1992) suggested that the involvement of the community in decisions affecting education and the necessity to share community resources will be the way of the future.

For example, a deputy superintendent said:

> *I think that any principal who is not, who doesn't have an alliance with his community is doomed. Either in a very short term, or definitely in the long term and we've seen that in our school district. The principal who is not supportive of the community, I think they end up having to leave the community or leave the position. The principal who doesn't involve the community and this includes work study is making a serious error. Principals are generally aware of this but the old guard, the old world principal (and I don't mean age-wise) believe that there's a wall between community and schools and I think that we're finding that they are phasing out of existence either through retirement or because the community eventually rises up and deals with that kind of principal. The ones that embrace the community in an assertive way are the most successful.*

Mulford (1994) suggested that the most important aspect of effective implementation is obtaining cooperation among teachers and between the school and the community (p. 21).

In my study a programme coordinator summed up his perceptions this way:

> *I see the principal's role changing from just being concerned about curriculum, or just being concerned about the management of the physical plant on the site to becoming much more of an integral part of the community, becoming much*

> *more of a leader in the community rather than just a leader in the school and being much more of a facilitator than a manager . . . The principal will be more of a person who choreographs learning for the young person in the community rather than the school, in the community at large. . . . It's going to have to demand from the principal, his ability to determine the premises based on understanding, based on his appreciation of that community. The only way to do that is to be actively and intimately involved in that community.*

Yet, a vice-principal responded to the question **"What is the school's role relative to the community?"** in the following manner:

> *That's a good question. I haven't thought of it. . . . But I think that we all have to work together for the common goal.*

Love-Crawford (1994) insisted that community involvement will be necessary in the future. This lack of contact with community will not be an option for much longer.

> Community involvement will no longer be a luxury. It will become a necessity and administrators will be forced to not just encourage but insist . . . Administrators in this model will become community builders in their leadership roles. (p. 14)

Likewise, Murphy and Louis (1994) recommended that

> As we move toward the 21st century, principals

> must be able to forge partnerships and build strategic alliances with parents, with businesses, and with social service agencies. They must lead in efforts to coordinate the energy and work of all stakeholders so that all the children in the schools are well serviced. (p. 15)

Another aspect of community involvement is the opportunity it provides students to learn through practical activities. Green and Salem (1988), after studying development in education, concluded that

> Any education that emphasizes knowledge for its own sake; without also attending to the practical implication of the knowledge, is irrelevant if not sterile. Similarly, practical training devoid of any attention to the concerns of liberal learning (aesthetics, history, ethics, and so on) is likely to be used mechanically, without an informed consideration of its limits, and so is doomed to eventual failure even if not harm. (p. 7)

While secondary schools still stress the classical academic curricula as reflected in the core subjects for diploma examinations, it may be difficult to persuade teachers that all forms of knowledge are equally valid.

In a similar vein, the Government of Alberta's (1994) document *Meeting the Challenge: Three-Year Business Plan* highlights

> [the need] to build a system in which schools and businesses can work in partnership with parents and the community. Employing organizations of all kinds--businesses, government, not-for-profit agencies--will provide educational opportunities for students. (p. 3)

But, educators have been identified by some circles in society as having "tunnel vision." This narrowly focused attitude carries with it the belief that students are just that: "students," without the foresight that they are the future employees, employers, or entrepreneurs in tomorrow's workplace. Simultaneously, as Drucker (1992) suggests, industry has been of the opinion that educators are out of touch with reality and do not understand the realities of the local, let alone the global economy. While these diverse attitudes might be true, they do mitigate against building an understanding between the two sectors of the economic structure.

In 1990 the Ontario's Premier's Council recommended as follows:

> All school boards should establish community linkage committees with a mandate to review school programmes for their relevance to the economic and social life of their communities. These committees should include appropriate

> board teachers and administrators, along with representatives of local labour and management groups (of both private and public sectors) and other community groups that play a prominent role in the social and economic well being of the community. Schools should consider establishing school-based councils, whose mandate could include development of linkage programmes specific to that school and its community. The membership of such councils would parallel that of community linkage committees and include senior students. (p. 52)

Consistent with this recommendation, the Premier's Council concluded that the community and school-based committees should undertake the following activities to strengthen the school-community-workplace tripartite:

> - promotional activities that encourage high school completion or an interest in technical, trades and science education, or industry-sponsored career days in schools;
> - participation in school programmes such as career guidance, mentoring, and support for team-teaching projects;
> - visits and educational exchanges and visitations between trained teachers in schools and those in educational programmes located in the workplace or sponsored by unions;
> - expansion of cooperation education programmes in the manufacturing sector; and
> - expansion of school-workplace apprenticeship programmes. (p. 52)

Finally in this connection, Bennis (1989) said that leaders need to create strategic alliances and partnerships and must view their world globally.

In spite of the research which stresses the importance of the leader's involvement in the community, few principals in this study were perceived to be or were in reality actively involved in community organizations. None of the principals I interviewed belonged to any community organizations. A federal government coordinator who was interviewed recommended to all principals and programme coordinators that they become involved in the local Chamber of Commerce and other organizations--such as the Lions and Kinsmen--to become more knowledgeable of their communities and to gain visibility in the community. The principals indicated that with all the demands placed on school administrators, there is little time or energy left at the end of the day to become involved in these community organizations.

My findings then, indicate that in this domain, there is a wide gap between the recommendations in the literature and actual practice.

Leadership Skills Required. All participants in the study voiced the opinion that the skills required of the principal who is involved in implementing school/business alliances will be much different from those required in the past.

The Council on School Administration (1995) in Alberta, which recently released a paper entitled *Roles and Responsibilities in Education,* stated that

> Principals will need skills to be successful in this new role. Mediation skills, bridge-building skills, public relation skills, consulting skills, negotiation skills, and facilitation skills are among the many that will need honing. (p. 23)

A school jurisdiction central office coordinator of cooperative education and youth internship programmes had the following comments to say about the skills required of the principal in the future.

> *Certainly, an attitude shift is first in order to accommodate those skills but then skills with flexibility, skills of communication, skills of listening, skills of being able to entice people into doing things, to lead from behind, instead of to push people into things. . . . But certainly collaboration is going to be a key skill that is required.*

A federal government programme manager who was interviewed recommended that the principal be a leader who performs these functions and has these characteristics:

> *supports the coordinator; supports the teachers; allows creativity in coordinators; does not place restrictions on innovative coordinators; is willing to take risks; allow ideas to flow; and is visible in the community.*

These skills, characteristics, and activities parallel those recommended by Bennis (1989) who stressed that leaders manage the dream, embrace error, encourage reflective backtalk, encourage dissent, and support the players.

A superintendent commented that

> *principals are going to have to be forward thinking, people centred.*

A student participant stressed that the principal has to be innovative, creative and outgoing.

These comments are consistent with previous findings of Genge and Holdaway (1992) who espoused that it was important that: "[school] CEOs were future oriented . . . ensured that extensive consultation occurred before decisions were made . . . were aware of their political environment . . . saw the need to communicate effectively with relevant publics" (p. 1).

Fiedler (1967) wrote of situational leadership and the premise that no one particular leader--behaviour initiative is best for all situations equally. One principal participant saw himself using situational leadership on a regular basis.

> *I don't know what you call the leadership style where you take what works at the time. Whether it be the need for certain people or certain situations or certain whatever. But by and large I think every leader needs to have a particular modus operandi and I guess more than anything else I would see myself as being a leader that is transformational, is attempting to get people to see themselves as in the areas that they have to manage to manage them fully and to become their own visionaries, their own leaders. And then in many ways all I need to do is help them see the way because I really believe that to have it in education, to really do the job, you have to have your own vision and you have to have your own sense of ownership.*

In sum, my findings indicate that leaders in education are at least aware of the importance of skills advocated in the literature.

Summary

The three themes highlight the issues associated with implementing business alliances in schools. Power, whether between federal and provincial governments, or

Departments of Education and school jurisdictions, or principals and superintendents was a contested area as each sought to find ways to retain control as well as to cooperate. Principal participants saw lack of trust influencing their ability to make sound educational decisions. Successful principals depended on development of trust among participants, and on sharing of ownership at the coordinator's level.

Although strategies to effect change have been promoted by several authors (e.g., Fullan, 1985; Leithwood, Jantzi, and Fernandez, 1994; Leavitt and Bahrami, 1988), generally principals did not consciously follow a plan for implementing change. This may have been due to lack of knowledge pertaining to change theories, lack of time to properly work through a change process, other administrative priorities, lack of leadership skills, uncertainty, or disinterest. Principals used strategies such as talking and sharing ideas before coming to a decision as their most common orientation to change. The findings of this study revealed that shared decision-making processes were viewed by participants as being important. Plans were incremental or ad hoc. They had little preparation in the area, especially in making links with the private sector. Yet working with community, developing a facilitative style, and negotiating skills, were considered essential for this kind of programme to work. Concurrently, the cooperation and attitude of the principal were seen as important to the success of the programme.

Consequently, the power of the principal to successfully bring about change was seen as crucial. The involvement of the community was also seen as important.

These areas relative to implementing school/business alliances--sharing power (empowerment, trust, power, federal/provincial relations); implementing change in schools (change strategies, preparation, the key role of principals, resistance to change); and changing conditions for educators (involving the community, leadership skills required)-- provide consideration for further study as educational institutions become linked to the community in the delivery of education.

Chapter 6

Conclusions and Recommendations

This study explored perceptions of leadership in implementing school/business alliances, the congruence of a cooperative education vision and a school vision, strategies practised to sustain alliances, and strategies utilized to implement change involving schools and the business communities.

This study revealed that principal leadership in the implementation of school/business alliances is a very complex issue. Several themes emerged from the analysis of the interview data. Chapter 4 provided information on the findings relative to categories. Chapter 5 presented themes based on the interviews and findings in relation to the research literature. Chapter 6 summarizes and provides conclusions suggested by the findings of the study. It provides recommendations and suggestions for leaders who undertake the implementation of school/business alliances.

"What are the participants' perceptions of the leadership the secondary school principal is required to provide in implementing school programmes which require the forming of alliances with businesses in the community?" This study involved participants' perceptions of the behaviours and the leadership shown by the principal in implementing school/business alliance programmes. The trends and issues necessitating a change in educational delivery modes and in turn a change in leadership styles to effectively implement changes which involve the larger community were reviewed.

The participants' perceptions of the leadership shown by principals varied somewhat from the principals' perceptions of their own leadership skills. Leadership as suggested by Rowe (1994) is a very complex phenomenon. Consistent with the studies by researchers such as Bennis (1991), and Drake and Roe (1994), Leithwood (1995), the leadership skills of the principal are different from those previously required and are not restricted to "skills." Leadership also includes among other things behaviours, activities, characteristics, and people. In this summary of the findings the term "skills" is used to encompass these other processes. The skills required in the future will involve those skills which enable principals to lead their co-workers, community members, and students through periods of rapid change. The skills required will not be those unique to an authoritarian, an autocrat, a boss content with maintaining the status quo, content with managing a plant that is quiet, that offers no room for dissent, creativity, or flexibility. Rather the leader of the future will be very much involved in enabling and encouraging staff, students, and community members to assume leadership responsibilities. The leader of the future will be very much involved in community organizations, visible at the local Chamber of Commerce meetings, visible on the streets, as well as in the halls of the school. Leaders will find that they are incapable of making all the decisions and being everything to everyone; therefore, they will empower others by providing the required resources. Leaders will need to be creative, good listeners, communicators, enablers, and opportunists.

Specific Research Questions

1. What strategies were used to ensure the adoption

of this goal--the implementation of a school/business alliance programme as part of the vision of the school?

The study revealed that principals did not see themselves using any specific implementation strategies. As well, participants did not perceive principals using any of the strategies reviewed in the literature. For example, Lewin (1947) suggested that attention by the leader to unfreezing current behaviours, that is reducing forces for the status quo; developing new attitudes, values, and behaviours, and reinforcing new attitudes, values, and behaviours were necessary. Bahrami and Leavitt (1988) recommended that the leader be aware of four variables--structure, task, information and control, or people. Improvements are made by working on techniques unique to each of these variables. Fullan (1993) posited that it was necessary to redesign teacher preparatory programmes relative to the change process. Initiation, implementation, continuation, and outcome were the interactive phases necessary to effect change according to Fullan (1982). Contrary to the literature, the principals in the study indicated that they did not follow a strategic plan; however, intuitively made change happen or just "did it" with little attention to the process.

2. What strategies were used by principals in implementing change that involved forming alliances with the business community?

Again, participants did not reveal any change strategies peculiar to implementing change that involved forming alliances with the business community. However, the findings suggest that coordinators of the programmes might have had strategies in place to ensure successful programmes.

3. What crucial mediating factors do participants see affecting the outcome of the implementation of a school/business alliance project?

Participants saw a need for principals to be knowledgeable of their communities and integral, visible members of their communities. Participants also saw preparation for implementing school/business alliance programmes being a collaborative responsibility of universities, governments, and school jurisdictions. Trust between central office administrators and principals was seen as a crucial mediating factor in the principal's capacity to make decisions relative to school/business alliances. Acceptance by the business community and parents was also seen to influence the success of the programmes. The findings revealed that participation and acceptance by principals and parents was very positive.

4. What strategies have assisted the sustaining of school/business alliances?

Strategies which have assisted the sustaining of school/business alliances include attention to change processes, leadership skills, preparation for implementing school/business alliance programmes, decision-making skills, collaborating the vision for the programme with the vision statement of the school, providing a positive model for teachers, providing in-servicing to teachers and community partners, scheduling the programme to meet the needs of the students and business partners, providing the time to properly implement the programme, and resources. Also, financing was seen to influence the ongoing sustainability of such programmes.

Recommendations for School Personnel

With the findings of this study in mind, several recommendations are provided. Some of the participants in the study expressed frustration in coping with political conflicts. Their advice and suggestions have been incorporated into the following recommendations.

1. Universities should incorporate mediating, negotiating, public relations, public speaking, problem-solving, decision-making, empowering, and delegating skills into the educational administration curriculum.

The findings revealed that different tasks will be required of educational administrators than in the past. These activities will include school administrators using marketing techniques to encourage student enrolment in their schools and meeting with community groups to solicit participation and funding sources. It will also involve principals empowering other staff members and delegating responsibilities traditionally inherent in the principalship.

2. Universities could allow students in educational administration programmes to work with businesses other

than educational institutions as part of a work practicum in order to provide them with an understanding of business.

The findings revealed that school personnel might lack knowledge relative to the business community. If schools choose to participate in school/community alliances, an understanding of business "language" and business processes will be required. This might also positively influence a negative societal attitude held by some community members toward educators.

3. Staff in schools where school/business alliance programmes are being implemented should receive inservicing on the implications of such programmes in their community.

The findings revealed that school/business alliance programmes were readily accepted by school staff involved in the programme; however, this was not the case with teachers who were not actively involved in the programme. If, as the federal criteria stipulate, cooperative education is to be integrated into the school curricula, there is a need for inservicing. The research of the literature suggests that resistance may occur because teachers and principals have not received adequate inservicing or enough information.

4. All school staff should take a customer-oriented service course.

The findings revealed that school/business alliances are built on responsiveness to the community. A coordinator participant suggested that it is important for the school system to try to get a handle on just what it is that the community would like to see offered. As well, it was suggested by an interviewee that it is important for the providers to collaborate to meet the needs of the community members.

5. Principals should be discouraged from enacting authoritarian leadership behaviours and encouraged to adopt a transformational leadership style.

The research of the literature and the findings revealed that a leadership style which encouraged participation in decision making by all members of the community and the school was important. The findings also revealed that the days of the "autocrat" are over.

6. Principals should be encouraged and provided with required resources to participate in community organizations and events.

Several participants, as well as, the research of the literature recommended that principals be actively involved in the community and in community organizations. They felt it was important for the principal to be visible in the community and in the school. Any financial burden this results in should be borne by the school district as this is being recommended as a requirement for principals.

7. Schools implementing federally funded cooperative education and youth internship programmes should receive financial, curricular, and consultant assistance from their departments of education.

Resources from government were found to be lacking by some of the interviewees. Resources and advice were solicited from other than the department of education. "Turf war" issues were seen as negatively influencing the success of school/business alliances in at least one province.

7. School administrators should actively promote

student participation in meaningful school/business alliance programmes.

Coordinators, students, and programme managers strongly encouraged student participation in cooperative education or youth internship programmes. The literature revealed that participation in such programmes positively influenced school-to-work transition for many students.

8. Principals should be provided with the resources (time, finances, and personnel) to enroll in preparation courses.

Preparation for implementing school/business alliance programmes was revealed to be currently lacking. Participants and results of previous studies revealed that principals must be provided with the necessary elements to enroll in courses influencing their leadership.

9. On-going evaluations of school/business alliance programmes should be conducted.

A research of the literature revealed that research in the area of school/business alliances in Canada was lacking.

10. On-going evaluations of principals' skill

requirements should be conducted.

The research relative to the leadership affecting alliances was nonexistent.

11. Leadership should be shown by central office staff and departments of education in the building of school/business alliances.

Some of the participants indicated that leadership from their central office administrators and leadership from the department of education was lacking or nonexistent. Leadership from both sources influences the acceptance or resistance of the programme by staff and community members. Leadership from both sources also influences the status of the programme in the school and the community.

12. Curricular resources for school/business/alliance programmes should be standardized and should be provided collaboratively by all levels of government.

Several participants indicated that they contacted people in their network for curricular resources. Standardized materials would help to ensure consistency and evaluations based on similar criteria. It would also reduce the time required to develop, design, and implement the programme.

Recommendations for Future Research

This qualitative study involved interviews with 14 participants in three of Canada's provinces. The limitations and delimitations of the study are recognized and have been presented in Chapter 1. For purposes of generalizability, it is recommended that individual provinces and the federal government of Canada conduct a more inclusive study involving every province with several participants from each province. Based on this larger study, the provinces and the federal government may decide to implement collaboratively a plan of action to address the findings of this further study.

Personal Reflections

This qualitative study offered the participants the opportunity to share their perceptions of the leadership shown by the secondary school principal in implementing school/business alliances. The topic of school leadership may be perceived as very delicate, one which many individuals might feel uncomfortable speaking about. The topic of inviting and involving businesses to share in the education and training of our youth is also sensitive and sometimes creates anxieties among school educators. However, this was not experienced while interviewing the participants; they were very willing to share their stories and perceptions. This may be because each of the participants interviewed had been involved in school/business alliance programmes and recommended it as an option for secondary school students.

The interviews provided participants with opportunities to reflect on the programmes they were involved in. They also provided principals with an opportunity to address some of their concerns surrounding school/business alliances and community involvement, as well as priorities regarding time and change processes. Such a study forces participants to consider the benefits, weaknesses, and goals of such programmes. It also addressed the timely issue of the leadership tasks necessary to enact change.

From my own personal experience of being involved in designing, developing, and implementing school/business alliance programmes in secondary schools, the role of the principal was seen as being instrumental to the success of such programmes. I was appreciative of principal participants who recognized the importance of their role in this process. I was sorry that others did not view their role as influencing the outcome of the programmes. The findings revealed that principals tended to lack the time, energy, and resources to embark on professional development activities in this area. While I regretted that this was the case, I also regretted that principals did not take the initiative to participate in activities that would make them more knowledgeable in implementing school/business alliances.

My experience in the field revealed to me that with declining finances from all levels of government and current trends and issues influencing the delivery of education to the student schools will have little choice but to partake in programmes involving the community. I can only suggest that to be prepared for this "wave," principals will have to reorient their thinking so that they can ensure the quality of the educational component of school/business alliances.

While involved in coordinating school/business alliance programmes, one thing that always surfaced was the positive feedback from business people after they had an opportunity to work side by side with students. There were an attitude change and a reciprocal display of respect between students and the workplace supervisors.

The study was certainly beneficial to me. It reinforced much of the research and readings I had been introduced to over the last two years. I acquired considerable insight into the role of the principal and the demands placed on this person in an ever-changing society. It also reinforced the fact that time constraints, and changing expectations, require that some responsibilities be shed or delegated if the leader is to maintain the health, energy, and will that are required to continue in this role. Lastly, much satisfaction was derived from knowing that this task combined the best of a practical experience with that of a learning experience.

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APPENDIX A

General Information and Criteria of Cooperative Education and Youth Internship Programmes

GENERAL INFORMATION

Note: The following information is taken with permission from Human Resources Development Canada from their booklet entitled *Job Entry: Cooperative Education Guide to Applicants*.

General information on the criteria set down by Human Resources Development (formerly Employment and Immigration) Canada which provides direction for educational institutions that plan to implement Cooperative Education and Youth Internship Programmes using federal funding is provided in Appendix A.

Cooperative Education

Cooperative Education is an option under the Job Entry Programme of the Canadian Jobs Strategy. In consultation with the provinces, Cooperative Education is designed to encourage the growth of work/study learning as one means of improving the future employability of students by preparing them for their transition into the labour market. It helps offset the administrative costs associated with starting up a cooperative education project, significantly increasing the number of students in an established programme (a rough guideline is an increase of 50% over 4 years), or expanding into a new field of study. Specifically, grants are to be used for the salary and fringe benefits of individuals associated with the project, as well as for travel and other administrative costs.

1. **Definitions**

Cooperative Education means a process of education whereby a student's courses/studies are formally integrated with work experience in cooperating employer organizations.

Cooperative Education Programme means a programme which formally integrates a student's academic studies with work experience in cooperating employer organizations. The usual plan is for the student to alternate periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

A. each work situation is developed and/or approved by the cooperative education institution as a suitable learning situation;

B. the cooperative student is engaged in productive work based on a training plan, rather than merely observing;

C. the post-secondary cooperative student receives remuneration for the work performed; secondary students need not receive any wage remuneration;

D. the cooperative student's progress on the job is monitored by the cooperative educational institution;

E. the cooperative student's performance on the job is supervised and evaluated by the student's cooperative employer;

F. the total cooperative work experience is normally 50% of the time spent in academic study, and in no circumstances less than 30%; for secondary students, the minimum is 200 hours in a school year.

2. Eligible Applicants

The following groups are eligible to submit an application under the Cooperative Education Option:

- school boards;
- post-secondary certificate and diploma granting institutions recognized by the province/territory;

- recognized post-secondary degree granting educational institutions;
- Band councils where they are responsible for a secondary school board on the reserve;
- Aboriginal controlled, private post-secondary institutions.

Provincial/territorial approval for the proposed project must be obtained and such written approval must be attached to the application.

3. Eligibility Criteria to be Met by the Applicant

In order for an application to be considered, the following basic eligibility criteria must be met.

A. Prior to submitting a proposal, an overall feasibility study, including an UP-TO-DATE survey of employers must be carried out at the applicant's own expense. The feasibility study should include, but not be limited to, the number of potential participants, employer response and acceptability, the scheduling of alternating academic and work terms, possible transportation difficulties, etc. Clear evidence of a favourable reception by employers is critical.

B. An analysis which relates current labour market conditions and future labour market trends to the proposed programme must be present.

C. The application must include a realistic programme schedule which provides for alternating periods of full-time study and work experience. At the post-secondary level, where more than one academic programme is to be funded, a programme schedule for each programme is required. . . .

The work experience for secondary school students must be consistent with provincial requirements, but in no case must it be of less than 200 hours in a school year. The proposal must clearly specify the number of weeks or hours of work experience to be provided to participants.

D. At the post-secondary level, all students, while on work terms, will be paid by the employer at competitive rates. Secondary school students need not be paid by the employer.

NOTE: Student employees must not displace an existing employee, replace an employee on lay-off and awaiting notice or recall, or replace an employee absent as a result of a labour stoppage or labour-management dispute. Where the workplace is unionized, union concurrence should be obtained.

E. The application must be approved and signed by the person(s) issued with signing authority for the school board or post-secondary institution, i.e. Chairperson/President/Principal/Director.

F. It is expected that all attempts will be made to encourage the participation of designation group members, namely, women, Aboriginals, visible minorities and persons with disabilities.

4. **Funding Levels**

The maximum federal grant for each project is $200,000 over a four-year period. Grants from federal funds will be matched by the applicant as follows:

Year one Maximum federal share is 85% of

	estimated expenditures in year one to a maximum of $68,000. Minimum non-federal share is 15% of estimated expenditures.
Year two	Maximum federal share is 75% of estimated expenditures in year two to a maximum of $60,000. Minimum non-federal share is 25% of estimated expenditures.
Year three	Maximum federal share is 55% of estimated expenditures in year three to a maximum of $44,000. Minimum non-federal share is 45% of estimated expenditures.
Year four	Maximum federal share is 35% of estimated expenditures in year four to a maximum of $28,000. Minimum non-federal share is 65% of estimated expenditures.

Although the maximum funding for any one project is $200,000 each application is assessed individually and the recommended level of funding will be determined by the size and scope of the project.

Youth Internship Programmes

Operational Guidelines for Youth Internship Programmes

A. Eligibility

1. Eligible Coordinators

Those eligible to be coordinators are:

- a) post-secondary institutions
- b) secondary school boards
- c) private schools
- d) band councils where they are responsible for a school board on the reserve
- e) aboriginally controlled private institutions; and
- f) educational councils, Cooperative Education Associations

2. Eligible Participants

To participate under the school-based stream, persons:

- i) must be legally entitled to work in Canada
- ii) must be between the ages of 15 and 24, and

iii) must be a participating full-time secondary or post-secondary student (in-school youth).

3. Eligible Employers

Priority should be given to employers who could potentially hire the participant following the completion of the student's pathway.

4. Eligible Proposals

Proposals which are recommended for approval under YIP should have the following features:

a) demonstrate that the implementation of the project would stimulate the provision of developmental work-study experience for secondary students whose transition from student to full-time worker and integration into the labour market may be facilitated or enhanced by this measure;

b) clearly outline a work/study structured pathway that would demonstrate that the implementation of the project would facilitate a student's transition into further training or employment;

c) include evidence of provincial consultation and support for the project;

d) where appropriate, include evidence of financial commitment to the project by the school board, college or university;

e) be in respect of participating full-time secondary students and must detail the estimated, incremental costs involved in administering the project;

f) demonstrate that the training is technical/vocational for occupations in either national, regional or local emerging/growing sectors;

g) demonstrate a clear liaison/link with industry for the purposes of offering learning that is reflective of both educational and employer needs and, if possible, provide for accreditation and/or certification;

h) include, at minimum, a survey of employers clearly demonstrating employer support for this proposal;

i) be models that are replicable;

j) demonstrate that both the off-the-job and on-the-job training content builds upon the "employability Skills Profile" as per the Conference Board of Canada or appropriate regional/local equivalent;

k) have developed training plans based upon a structured pathway or provide a sound indication that those plans are being developed with employers;

l) outline the institutions' plans for marketing the programme;

m) clearly specify the number of weeks of on-the-job and off-the-job training, not usually less than one-third/two-thirds respectively and normally more reflective of a 50-50 split;

n) demonstrate that participants will receive appropriate guidance, supervision, and support at all times;

o) demonstrate that with respect to both the coordinator and the employer that there will be no displacement of an existing employee or volunteer; no replacement of any employees on lay-off and awaiting notice of recall; no replacement of any employee absent as a result of a labour stoppage or labour management dispute;

p) demonstrate that, where applicable, there has been concurrence from the union or association representing the employees of the employer;

q) demonstrate that acceptable financial and administrative control will be exercised by the coordinator;

r) plan for the recruitment of designated group members;

s) plan for after project follow-up supports to ensure structured pathway (e.g., assisted placement to pursue related training or job search);

t) in exceptional circumstances, support a pre-operational phase. These proposals must be for internship activities which are in the final stage of development. Contact with NHQ must be made prior to recommending these for approval;

u) furnish evidence that long range planning has gone into the application with respect to the provision of financing after federal assistance ends (self-sufficiency); and

v) may include innovative approaches involving technology-based learning.

C. Financial Limitations and Project Duration

The maximum federal contribution with respect to any given project is $300,000. The maximum contribution duration in respect of any given project is 3 years.

D. Expenditure Categories

1. Wages of administrative staff
2. Mandatory employment-related costs
   - unemployment insurance premiums
   - Canada or Quebec Pension Plan premiums
   - vacation pay
   - Workers' Compensation premiums
   - in Quebec, health insurance premiums

- in Manitoba, the Manitoba health and education levy

3. Overhead costs
   - travel expenses associated with the development of the project
   - office supplies
   - postal and telephone services
   - insurance
   - licences
   - bank charges
4. Training costs
   - curriculum development
   - instructor's salaries and benefits
5. Special costs
   - a contribution to special costs for disabled persons may be made, normally not to exceed $10,000 per disabled participant or administrative staff member, in addition to any equipment costs.
   - the cost of leasing equipment with a leasing price of $250 or more per item, specifically to

provide for the training of participants, may be reimbursed up to 100% of the actual cost of leasing, normally not to exceed $50,000. When leasing is not economical, equipment may be purchased normally within the same maximum of $50,000.

6. Audit
7. Insurance
    - comprehensive liability insurance
8. Workers' compensation

E. Role of the Coordinator

Coordinators play a prominent role. They develop, implement, and manage the project. Project activities involve on-site and off-site training that offers structured pathways enabling young people to successfully enter the labour market. While the role and responsibility of the coordinator may vary, generally all will perform several if not all of the following functions:

1. consult the HRDC officer with regard to eligibility criteria and guidelines for developing

the project proposal;

2. develop assessment tools;
3. contract with HRDC for contribution funds to be used to implement the project;
4. recruit and select project participants and administrative staff;
5. arrange for the development and implementation of training plans for the participants;
6. concerning the on-the-job portion of the training, sign a letter of understanding with the employer and the participant;
7. monitor each participant's progress and provide ongoing assistance to participants in the form of basic counselling and guidance;
8. keep relevant records and make tax deductions and issue statements of remuneration for income tax purposes;
9. submit, on a monthly basis, a Payment Claim Form which includes an activity report outlining the project's progress; and
10. maintain, preferably on a data base, participant

information sufficient also for follow up as required by HRDC.

Differences Between Cooperative Education and Youth Internship Programmes

Cooperative Education is an internationally recognized term and programmes. These programmes were initially implemented and funded by the Conservative federal government in Canada. Funding was distributed to school jurisdictions and educational institutions across the nation who submitted proposals and had these proposals approved by the provincial Department of Education which was the governing body of education in the province which was home to the school jurisdiction. The maximum funding of $200,000 was normally for a four-year period ranging from 85% to 35% federal contribution over the four years.

Youth Internship Programmes, under the acronym YIP, became the term used in Canada at the change of government from Conservative controlled to Liberal controlled. Essentially, the programmes are very similar. However, Youth Internship Programmes have been funded over a three-year period. Initial maximum funding has been $300,000.

Again the federal government's contributions decreasing over the three-year period. This latter programme suggests more employer input. One final recommendation under the YIP is that it targets the forgotten majority of students. That is, students who are neither educationally challenged or bright achievers; rather the group of "normal" students in between.

APPENDIX B

Interview Guide

Interview Guide

The purpose of this interview is to assist me in understanding the leadership required of principals im implementing school/business alliance programmes, in particular programmes funded by the federal government.

The information will be used in a confidential manner as part of my doctoral dissertation.

1. What is your position with your organization or school district?

2. How long have you been in this position?

3. What was your former position?

4. How long were you in that position?

5. What is the school population?

6. Are any programmes offered in this school or jurisdiction which involves forming alliances with businesses or agencies in the community?

7. How does this vision "fit" with the vision for the school?

8. If so, please explain what these alliances are and the programmes offered.

9. Is a cooperative education or youth internship programme offered in this school?

10. Was there a cooperative education programme in the school when you assumed the position you are now in or were you instrumental in the process of development and implementation?

11. Can you tell me why cooperative education was

implemented in your school?

12. Did you have a choice whether or not cooperative education was implemented in your school?

13. How is cooperative education defined in this school?

14. How is cooperative education received by the teachers in your school?

15. How is cooperative education received by the students?

16. Were there any barriers or problems encountered during the development and initial implementation stages? If so, please describe them and how they were overcome.

17. Has the programme changed since its initial inception? If so, how?

18. Are there any problems or concerns with the programme at the present time? If so, please explain.

19. How many hours do students spend in cooperative education per year (total of all components)?

20. Is there an orientation component prior to the student being placed in the workplace?

21. How many hours are spent on the orientation component?

22. What themes or concepts are covered during the orientation component?

23. What are the learner expectations of the orientation component?

24. How are students chosen for acceptance into the cooperative education programme?

25. Is there a person responsible for the coordination of the cooperative education programme?

26. Has this person received any special training to aid in the coordination of the programme? That is orientation, train the trainer, career counselling.

27. What are the tasks and duties of this person?

28. Who does this person seek advice from if there are questions regarding the programme, students, implementation, etc.?

29. How many teaching staff are involved in cooperative education in your school/district?

30. How do you see your role in the implementation process of a cooperative education programme?

31. Have you received any training in implementing school/community alliances? If so, please describe.

32. How do you see your role in the community?

33. What community organizations are you involved with?

34. How do you see your role in the school?

35. What courses related to administrative leadership have you successfully completed?

36. Describe your leadership style.

37. How do you see cooperative education in relation to the other programmes in the school?

38. What kind of support do you give the coordinator of cooperative education?

39. Is cooperative education timetabled into the school programme?

40. Can you explain when the students complete the workplace component of the programme, that is, during the day, evenings, weekends?

41. What are the criteria that indicate that the student has completed the worksite training portion of the programme?

42. What is the purpose of cooperative education in this school?

43. How is cooperative education funded in this school/jurisdiction?

44. What is the yearly budget (approximately)?

45. What contact, if any, do you have with the parents of cooperative education students?

46. Are opportunities provided for the student to reflect on the skills they are acquiring in the workplace? If so, please explain.

47. What community support, if any, do you receive for the cooperative education programme? (Financial or otherwise)

48. What is the vision statement for this school?

49. What do the consumers want from you?

50. How do you define success?

51. Is the cooperative education programme a success in your school? Please explain.

52. How do you see your school in relation to your community?

53. What skills do you see as important for you to successfully manage the school?

54. Do you see your role as principal changing in relation to the community in the future? Explain.

55. What skills do you believe are required of a leader in the school?

56. Will those skills change as and/if alliances are formed with the community?

57. Is there a cooperative education community/school advisory board or committee in the community? If so, who sits on the board?

58. How is the business community made aware of the cooperative education programme?

59. How do you market the cooperative education programme in the school? In the community?

60. Are individual training plans developed for each of the students enrolled in cooperative education? Explain.

61. Do you receive federal funding for cooperative education programmes. If so, how much and for how many years?

62. How many schools in your jurisdiction offer cooperative education?

63. How many students in your school/jurisdiction are enrolled in cooperative education?

64. What skills do you think are required of the school principal?

65. Do you think there are skills required of you as a leader unique to the implementation of school/community alliance programmes that would not be required if your school was not involved in such programmes? Explain.

66. What strategies do you use to implement change?

67. What strategies did you utilize when implementing cooperative education?

68. When making decisions, is there a structured process that you follow? Explain.

69. What variables do you keep in mind when considering change?

70. What strategies are you using to ensure the sustainability of cooperative education?

71. What is the vision of the cooperative education programme in this school?

72. What is the community's reaction to this programme?

APPENDIX C

Informed Consent Form

Dear Research Participant:

Thank you for agreeing to participate in the study of the leadership shown by principals in the implementation process of school/business alliances. I am confident it will assist in improving the quality of cooperative education and youth internship programmes nationwide.

Please be assured that the information we gather in this interview will be kept in strict confidence. The information collected will be kept in a secure location and will be accessible to my staff advisor and me.

Please sign below to indicate that you are willing to participate. You may, at your discretion, withdraw from the study at any time.

Again, thank you for your invaluable time and for providing the opportunity to share your experiences and knowledge.

____

DARLENE G. GARNIER
RESEARCHER

I AGREE TO FREELY PARTICIPATE IN THE SCHOOL BUSINESS ALLIANCES STUDY.

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Signature

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Date